

BUSINESS EDUCATION WORLD

PERIODICAL
READING ROOM

Contents *H*

NOVEMBER

1950

ADMINISTRATION

- The Voicewriters in "Recitation"
Business Classes *E. Dana Gibson* 117
- A Review of the BEW Bookkeeping Awards
Program *Milton Briggs* 128
- Why Students Drop Shorthand *Ruth Anderson* 142
- School Secretaries Are Career Secretaries *Marie A. Gallagher* 151
- News of Business Equipment *Walter Lange* 158

BUSINESS TEACHERS

- Your Professional Reading *E. C. McGill* 143
- How to Get Started Properly with
Projected Audio-Visual Aids *Kenneth B. Haas* 144
- You Don't Have to Be an Artist to Make Good Bookkeeping
Visual Aids *Hubert Bierbaum and Virginia Marston* 146

DISTRIBUTIVE EDUCATION

- Intensive Drug-store Clerk-Training Course Has
the Professional Touch *H. C. Nolen* 120
- School Store Sales Campaign Beats
the Seasonal Slump *Alvin Weitz* 141
- The D.E. Co-ordinator Contributes Much
to His School's Public Relations *John M. Morrow* 149

GENERAL BUSINESS EDUCATION

- Effective Teaching of Business Arithmetic *William L. Schaaf* 121
- How to Teach Business Correspondence for
Twenty-Five Years—and Like It! *Carl Naether* 125
- Devices in the Teaching of Business
Law: the Poster *Irving Rosenblum* 135
- New Business in Business Law *I. David Satlow* 137
- Outline for a Q-SAGO Pupil-Activities Unit
on "Buying an Education" *Jessie Graham* 140
- How to Use Problem Application Letters to
Develop Critical Letter Writing *Donald V. Allgeier* 148

OFFICE EDUCATION

- Methods of Teaching Electric Typing:
Carriage Return and Service Controls *John L. Rowe* 123
- November Bookkeeping Awards Contest *Milton Briggs* 129
- "With a Song in Your" Shorthand Class *Helen H. Green* 138
- A Project in Office-Style Dictation *Margaret F. Rowe* 142
- Dictation Transcript *Today's Secretary* 153
- What One Secretary Thinks
about Her Chief *Madeline S. Strony* 155

New Tool of Learning — ***the ROYAL ELECTRIC!***



Royal — the schools' No. 1 typewriter — is now electrified!

You know how easy it is to teach on the standard Gray Magic Royal. You know how easy it is for students to learn on it.

But now, as a teacher, you have a new and rewarding experience awaiting you — the opportunity to teach on the Royal Electric.

It has been purposely designed to be standard in all respects — with power added. The controls are in the same positions as on the Gray Magic Royal. The keyboard, in position of characters and numerals, and position of keys, is the same.

There is nothing new to learn — or unlearn — for either you or your pupils.

Since you are preparing students, more and more,

ROYAL

STANDARD and ELECTRIC

Made by the World's Largest Manufacturer of Typewriters

"Magic" and "Touch Control" are registered trade-marks of Royal Typewriter Company, Inc.

to use electric typewriters in offices, Royal Electrics in your classes should prove a splendid teaching aid.

No typing habits to change! "Magic" Margin, tabulator key, shift keys, and other famous Royal features are identical in shape and position with Gray Magic Royal. A Royal exclusive!

No "change-over" problems! Only on this electric typewriter can the operator adjust the touch to make the change-over from manual to electric quick and simple. Thanks to "Touch Control" — another Royal exclusive!

MAIL THIS COUPON—TODAY!

School Dep't., N5
Royal Typewriter Co., Inc.
2 Park Ave., New York, N. Y.

Please send me more information about the new Royal Electric.

NAME _____

ADDRESS _____

SCHOOL _____

PI
BUS
Le
study
stock
say th
of pri
after
their
• L
short
tary s
a year
imme
• T
raise
budg
at lea
surpl
• C
bigge
Chris
ploym
Treas
will r
progr
a cut
recess
• M
spite
1.2 m
indus
to see
Even
10 pe
• L
pecte
sible
Treas
help
other
may
(2) M
high.
goods
■ Per
as Jul
climb
lion
reco
more
The
tinues
41.2
and th
weekl
• P
where
ments
factur
Wage
indust
by pa
and C
• M
NOVEM

BUSINESS SCENE

■ **Leveling Off** — Businessmen, studying Korea, Government action, stocks, the labor situation, etc., now say they expect to see a leveling off of prices or production, or both, just after the turn of the year. Some of their reasons:

- **Military success** in Korea is a short-range factor; and while military spending will rise to \$30 billion a year, or beyond, the pressure for immediate production will be less.

- **Tax collections**, going up, will raise Uncle Sam's income above budget estimates. This could mean, at least briefly, a possible Treasury surplus. That would be deflationary.

- **Christmas** is expected to be the biggest ever. But the normal post-Christmas seasonal peak in unemployment will coincide with that Treasury surplus. The two influences will result in a recess; but business prognosticators think that, barring a cutback in autos and the like, the recess will be brief.

- **Home building** looks steady despite war. This year will see about 1.2 million residences started. Some industry leaders are worried, expect to see home starts drop to .9 million. Even that, however, would be only 10 per cent under record 1949.

- **Boosts** that will offset the expected late-winter recess, the possible cut in homes, the greater Treasury income, etc., and thereby help level out the economy are three other factors: (1) Military orders may be expected to increase in 1951. (2) Machinery output will be very high. (3) Consumer buying of soft goods will boom.

■ **Personal Incomes Up**—As far back as July, wage and salary income had climbed to a new peak of \$140.5 billion (annual rate). That tops the record-breaking 1948 average by more than \$6 billion.

The work week in factories continues to lengthen (an average of 41.2 hours at the end of summer) and the pay check to fatten (\$60.28 weekly at summer's windup).

- **Pay hikes** are spreading. Everywhere you look, new wage agreements are popping up. Few manufacturers hope to hold the wage line. Wage increases have spread through industry in the wake of settlements by pacesetters like Chrysler, Ford, and General Electric.

- **More buying**, despite more

What's Happening to the Cost of Living

	Total Cost of Living	Food	Cloth- ing	Rent	Gas & Elec- tricity †	Other Fuels	Ice	House Furnish- ings	Misc.
August, 1941.....	106.2	108.0	106.9	106.3	97.1		109.3	108.9	104.0
August, 1942.....	117.5	126.1	125.2	108.0	96.7		115.4	123.0	111.1
August, 1943.....	123.4	137.2	129.6	108.0	95.8		119.1	125.9	116.5
August, 1944.....	126.4	137.7	139.4	108.2	95.8		123.3	139.3	122.3
August, 1945.....	129.3	140.9	146.4	108.3	95.2		127.2	146.0	124.5
August, 1946.....	144.1	171.2	161.2	108.7	91.8		135.0	160.0	129.8
August, 1947.....	160.3	196.5	185.9	111.2	92.0		154.8	184.2	139.8
August, 1948.....	174.5	216.6	199.7	117.7	94.5	190.1	137.3	196.3	152.4
August, 1949.....	168.8	202.6	187.4	120.8	97.1	183.1	141.1	184.8	154.8
August, 1950.....	173.0	209.0	185.9	124.8	97.0	194.4	147.4	189.3	158.1

† Ice grouped with "other fuels" prior to 1948. Data: U.S. Bureau of Labor Statistics; 1935-39 = 100.

MOST TEACHERS automatically get a few annual increments in the course of their first years of teaching. The above table shows that even to "stand still" economically, anyone beginning his tenth year of teaching should have had at least a 7 per cent raise annually.

taxes, should result from increased income. That's what "higher standard of living" means. Despite war demands, supplies are relatively plentiful. Military needs, moreover, will be much less if Korea is cleaned up and no new incident develops; an army in training needs much less food and clothing—that's where competition comes closest to consumers—than an army in combat.

■ **Industrial Expansion**—America's plan is "peace through armed might." The theory is that if we constantly confront Russia with force, she will decide war isn't worth while and will settle her differences.

This calls for Americans to live and provide for a "garrison state," which adds up to more sons and husbands in uniform, bigger taxes, irritating controls, and shortages of consumer goods.

The figuring is that it need take only a few years to get rid of major defense discomforts, such as the more irksome controls and shortages. All that's necessary, it is said, is enough expansion to meet both military and civilian demand. Getting that expansion is the problem—and it's what President Truman is pushing.

The Administration's tools for financing expansion includes direct Government loads and premium payments for high-cost production.

■ Things Businessmen Talk About—

- **The Tucker story** is ended. Although Preston Tucker was acquitted of the mail-fraud charge, the last properties of his firm were auctioned off in late August at about four-fifths of their original value. Gone with the dream is about \$26 million of investors' savings.

- **Arithmetic problem:** How many razor blades will Gillette have to sell to make up the \$800,000 bill for TV rights to the World Series? That's \$600,000 more than they paid last year.

- **Salesmanship.** With a sudden reversal to a seller's market, should firms curtail their sales staffs and advertising? While some firms answer *yes*, others are saying *no* and are expanding their product lines to offset possible shortages in their main products.

■ Business Entrepreneurs—

- **Radiation poisoning** needn't worry you any longer. With a wrist-watch-type gadget developed by Cal Tech physicists, you will be able to tell immediately whether you're in dangerous radiation areas—if and when. Now being manufactured, the gadget will sell for around \$15.

- **Women may soon** be wearing nylons that feel, as well as look, like silk. A process treating nylon yarn with a nylon finisher makes hose more comfortable. The product is called "Nylonized Nylons."

- **Music by Muzak** will soon be



Here is a new approach to budgeting—put wishes into your plans and you can make them come true. Money Management—Your Budget is a pattern for budgeting. No percentages and rules for a mythical “average” family. It is a blueprint to help you achieve your goals.

IT'S EASY!

Step-by-step *Your Budget* shows you how to plan in advance to (1) meet everyday expenses; (2) pay large future bills; (3) clear up past debts; and (4) buy the special things you want in living. There is ample space to write in your plan and check your progress.

IT'S PRACTICAL!

Countless personal experiences have resulted in this simple, tested method of meeting expenses, and getting more out of income, more out of life!

Authorities from education and government have reviewed and commended this new approach to better living.

JUST FILL IN COUPON AND MAIL TODAY!

Household Finance Corporation
Consumer Education Department
919 N. Michigan Avenue, Chicago 11, Illinois

Please send me *Your Budget*. I enclose 5c to cover cost of mailing.

Name.....

Address.....

City.....Zone.....State.....



HOUSEHOLD FINANCE
—Corporation—

PROFESSIONAL REPORT



PLANNING for the Christmas holiday NBTA meeting, which will be held in Cleveland, at the Hotel Cleveland on December 28, 29, and 30, are these officers and Board members photographed in Chicago: Secretary Bob Finch, President O. M. Correll, Board Member Lewis J. Toll, Convention Co-ordinator Mary O. Houser, Board Member Jay Miller, Past President and now Board Member Ray G. Price, and Treasurer Paul F. Muse. Other officials not present when picture was taken were the first and second vice-presidents, Hugh Barnes and Zelma Bunde.

heard aboard planes, trains, and ships. The company has set up a tape-recording division to provide special background music where telephone line transmission is impossible.

GROUPS

■ **NOMA Hits 10,000**—The National Office Management Association, an organization of office executives whose comments and studies have in recent years had strong impact on business education training and objectives, is celebrating: With the admission of DONALD ALCOKE (of Cincinnati), the organization now numbers 10,000 members. Of these, 8,800 members are in the United States and 1,200 are in Canada.

• **New Management.** W. H. EVANS, for the past eight years secretary-treasurer of the group, has been promoted to become executive vice-president of NOMA—one of several managerial revampings brought about “to give greater continuity of program, more effective controls, and to parallel a growing practice in large professional associations.”

Mr. Evans has his office at the national headquarters in Philadelphia, where he is assisted by A. C. SPANGLER (Field Services), T. W. KLING (Personnel - Educational), VAUGHN FRY (Public Relations), and H. A. WARNER (Research and Methods).

■ **National Business Teachers Association**—Business Teachers' annual Christmas present to themselves: their NBTA Christmas holiday convention, shapes up as bigger and brighter than ever. It will be held Wednesday through Saturday, December 27-30, at the Hotel Cleveland, in Cleveland, Ohio.

It's really a double convention, for the big private school organization, the National Association and Council of Business Schools (NA&CBS) is meeting with NBTA. The private school meetings will be held on Wednesday and Thursday; the NBTA meetings begin Thursday evening and run on through Friday and Saturday. Members of both Associations, however, are welcome to the meetings of both groups, and the exhibits will serve both—really a joint-convention.

As BEW goes to press, only the general outline of the convention is available, but even that outline indicates that NBTA and NA&CBS officers' pledges for the “merriest and most professional Christmas you've ever enjoyed” may well be in sight.

• **Big Attendance.** The officers are anticipating a large attendance. Some reasons: (1) The convention theme, “The Human Side of Business Education,” is more appealing than most themes. (2) The program has separated the meetings on subjects (Friday) from the meetings organized by academic levels (Sat-

urday). (3) The Hotel Cleveland is located in the terminal group of buildings in Cleveland, so that it is possible to arrive by train, register at the hotel, attend meetings, shop in Cleveland's larger stores, and depart by train without going out of doors. (4) The fact that the two big Associations are co-sponsoring the joint convention should greatly enlarge attendance. (5) There are many social events—the NBTA section of the program, for example, starts and ends with dancing. (6) There is no interference with either Christmas or New Year's Eve "at home."

• **Program Outline:** WEDNESDAY, December 27—General sessions of NA&CBS; exhibits set up in afternoon.

THURSDAY, December 28—General sessions of NA&CBS during day; registration for NBTA; first general session of NBTA at 8:00 in the evening, followed by a reception and dance until midnight.

FRIDAY, December 29 — In the morning, 9:30-11:30, round-table meetings in administration, in distributive education, in bookkeeping and accounting, and in office machines; at noon, a joint NBTA-NA&CBS luncheon; in the afternoon, 2:00-4:00, round-table meetings in secretarial training, social-business, and private school instruction; in the early evening, a banquet by NA&CBS and probably by Delta Pi Epsilon.

SATURDAY, December 30—In the morning, 9:30-11:30, second general assembly; at noon, a number of college and other reunion group lunches; in the afternoon, 2:00-4:00, separate meetings of the College Department, the Private Schools Department, and the Secondary Schools Department; in the evening, the annual NBTA banquet at 6:00, followed by a ball.

■ Lately Reported to BEW—

• In Texas, 281 attended the third annual conference at Texas State College for Women (Denton), to discuss "Improvement of Instruction in Business Education in Texas." Proceedings have been duplicated, may be obtained from EDITH L. ROBINSON, at the school.

• At the University of Notre Dame, more than 300 representatives of government, management, labor, and education attended the College Workshop on the Teaching of Business Education According to Christian Principles. Delegates came from 21 states, Hawaii, and Germany. Co-directors of the program were

CROWN INVITES YOU TO SEE FOR YOURSELF



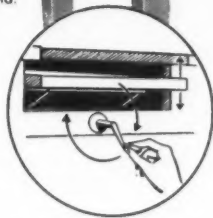
**7-day
free
trial**

NEW ADJUSTABLE TYPEWRITER DESK

Here's the Crown-engineered new student typing desk that already is favored to become the standard for typing classrooms! The exclusive adjustable mechanism allows the student to type at the height most comfortable to him—from 26" to 30". Made of all-northern hardwoods, the desk top is available in two sizes—30" or 36" wide and 20" deep. Finished in golden birch or school brown.

Write today to Dept. 753 for complete descriptive folder . . . or we will be glad to ship you a desk for your 7-day free inspection.

Pat.
Pend.



Easily adjusts to any height from 26" to 30".

- Removable handle.
- Increases typing speed
- Reduces fatigue, eye strain
- Improves posture

CROWN INSTITUTIONAL EQUIPMENT CO.
218 S. Wabash Ave., Chicago 4, Ill.

It's easier to teach with a **KARLO** TYPEWRITER DEMONSTRATION STAND



Now you can show your students the proper typing techniques in view of the entire class. Your teaching is easier—student learning is faster when a Karlo Stand is used as a demonstration instrument.

Designed to meet the demand for an audio-visual training tool, the Karlo Stand features a wide range of adjustability from 35 to 48 inches. The use of only 3 legs eliminates wobble while free rolling caster wheels make it easily portable and permit turning in all directions.

Built of all metal construction except for wood top, this convenient stand uses floor space equal to approximately the outside dimensions of the machine it supports. Models are available in several enameled metal finishes. Send coupon for full details.

KARL MFG. COMPANY
34 Ionia Avenue, S. W.
Grand Rapids 2, Mich.

SATISFIED KARLO USERS SAY:

"We have found this demonstration stand to be very satisfactory and a most helpful aid to effective teaching."—Assistant Professor of Business Education of a large midwestern university.

"My teaching is certainly easier and I'm sure that my students are receiving greater benefits."—Business teacher of an eastern prep school.

Karl Manufacturing Company
34 Ionia Ave., S. W.
Grand Rapids 2, Michigan

Gentlemen:

Please send me additional information on all available models of the Karlo Typewriter Demonstration Stand. Thank you.

NAME

ADDRESS

CITY STATE

for Office Machine *Supplies...* ONE Call brings All the Best!

Remington Rand is supreme in the field of office supplies...
supplies that help you get the most from your office machines!



Patrician... the non-curl carbon paper makes original-like copies on all typewriters!

Remington Rand manufactures a carbon paper for every typing requirement. With the Magic Spot and other features for cleaner handling, each brand is tops in its field.

Nyllex, the all nylon typewriter ribbon... insures sparkling clear impressions... lasts longer and produces consistently better results. Remember, too, there's a Remington Rand ribbon for every purpose and preference.

Line-a-time Copy Holder... the typists' aid to natural-line-of-vision.

A demonstration will convince you of how Line-a-time will simplify and ease typing with increased speed and accuracy.

Procel Stencils produce quality copies. Ideal for Letters, Bulletins... all types of stencil duplication work. A stronger stencil, with the exclusive plastic coating affording greater sensitivity, makes Procel especially suited to illustrated stylus work.

Plastiplates—for offset duplicating in your office! The Remington Rand Direct Image and Photographic Plastiplates with their patented plastic surface makes them the nearest thing to stone lithography for office use. Superb reproduction qualities mean longer runs and greater uniformity... greater savings.

FREE... Get a free analysis of your office machine and duplicating supplies needs by your Remington Rand specialist.

Remington Rand

Remington Rand Business Machines & Supplies Division,
Room 2031A 315 Fourth Ave., New York 10, N. Y.

- ☐ I would like a free analysis of my office machine supplies needs.
☐ Please send me literature on the following:
☐ Carbon Paper ☐ Typewriter Ribbon ☐ Line-a-time Copy Holder
☐ Procel Stencils ☐ Plastiplates... both Direct Image and Photo-speed.

NAME _____

COMPANY _____

ADDRESS _____

CITY _____ ZONE _____ STATE _____

For your needs
we have no reason
to recommend anything but the
right office machine supplies.

We make them all

PROFESSIONAL REPORT

SR. M. GREGORIA, B.V.M. (Mundelein College) and BR. KIERAN RYAN, C.S.C. (St. Edward's University), president of the Catholic Business Education Association. The annual national convention of CBEA will be held in Cleveland on March 29.

■ **Southern in Richmond**—"School-Community Co-operation" is to be the theme of the Southern Business Education Association's 28th annual convention, to be held in Richmond on November 23, 24, and 25—Southern business teachers' annual Thanksgiving jamboree. "School-Community Co-operation" is going to be demonstrated, too, with Richmond and other Virginia teachers serving as school-community hosts to what amounts to a three-day social whirl.

• **Sight-seeing** includes bus trips and guided "walking trips" around historic Richmond and, on Thanksgiving Day, a 7-hour round-trip visit to Williamsburg and Jamestown. To make the long trip, delegates must be ready to depart at 8:30 on Thanksgiving morning; the return, scheduled at 3:30, will be in time for the other activities of the day.

• **Other social events** include a Fellowship Hour on Thanksgiving, from 6:00 to 7:00; a Thanksgiving dinner, from 7:00 to 9:00, followed by "Virginia Open House" for the rest of that holiday evening.

On Friday, there will be reunion-group breakfasts, two luncheons, and a banquet followed by a dance. On Saturday, there's the UBEA-sponsored "10,000 Club" breakfast.

• **On the more serious side**, the program of sessions and special meetings is so jam-packed that it overflows: one meeting, that of teachers interested in basic business, has had to be scheduled from 4:00 to 5:00 on Thanksgiving day itself!

THE FRIDAY SCHEDULE: In the morning, the first general session, 9:30-11:00, with addresses by DR. D. D. LESSENBERRY and DR. ALBERT C. FRIES; then, 11:15 to 12:45, a joint meeting of the Secretarial Studies and of the Bookkeeping and Accounting groups in a program featuring the on-the-spot job interviews of Virginia FBLA students by Richmond personnel executives.

After the luncheons (take your choice: one sponsored by private schools and one sponsored by the NOMA), there will be an "exhibits show" featuring a demonstration by NORMAN P. SAKSVIC, famous Smith & Corona speed typist and executive, 2:00-3:15; then sectional meetings, 3:30-5:00 for (a) college and uni-

versity teachers (headliners: DR. HARVEY A. ANDRUSS and GLADYS PECK), (b) junior college teachers (headliners: JESSE P. BOGUE and T. JAMES CRAWFORD), (c) high school and business college teachers jointly (headliner: LOUIS A. LESLIE); and (d) distributive-education teachers (headliners not yet announced).

The banquet and dance will be held in the roof garden of the convention hotel, the Hotel John Marshall.

THE SATURDAY SCHEDULE: It starts with the UBEA breakfast. At 9:30-11:00 the second and final general session will be held, featuring a "jury trial" on the question of "Are schools today co-operating effectively with their communities?" DR. PARKER LILES will serve as judge of the proceedings; MRS. MADELINE S. STRONG, as the solicitor; DR. HARRY HUFFMAN, as the defense attorney; and HELEN CANNON INGLE, ELIZABETH ANTHONY, and DR. VERNON A. MUSSELMAN, as witnesses. There will be one juror from each of the 12 states in the SBEA region.

■ **NABTTI in Atlantic City**—The theme of the 1951 convention of the National Association of Business Teacher-Training Institutions, set for Atlantic City on February 16 and 17, will be: Crucial Problems in Business-Teacher Education.

• **Headline speakers** include DR. D. D. LESSENBERRY, DR. HAMDEN L. FORKNER, DR. ALBERT C. FRIES, DR. ELVIN S. EYSTER, DR. PAUL S. LOMAX, DR. HARVEY A. ANDRUSS, DR. JOHN M. TRYTTEN, DR. HELEN REYNOLDS, and DR. HAROLD B. GILBRETH. One special demonstration, directed by DR. JOHN L. ROWE, will be the supervision of a student teacher in charge of a high school class. DR. PETER AGNEW and DR. HARRY HUFFMAN comprise the planning committee.

■ **Research Conference**—On November 3, 4, 5, the University of Michigan chapter of Delta Pi Epsilon will play host to a national conference on research in business education. Meetings will be held at Clear Lake Camp (the former Kellogg Foundation camp for work in school camping, now a part of the Battle Creek school system) 16 miles north of Battle Creek, at Dowling, Michigan.

• **Participating** in the conference will be the "official families" of Delta Pi Epsilon, national graduate fraternity in business education, and of the UBEA research division; the supervisors of research activities of Delta Pi Epsilon chapters; directors of re-



Yes-word's getting around about the
Super-riter

Yes, progressive teachers and school officials are discovering that there's no typewriter to compare with the new Remington Super-riter when it comes to speed, accuracy and ease of operation. The Super-riter has been efficiency-tested to serve both as a valuable teaching and learning tool.

The Super-riter has everything for effortless typing: Exclusive Tempo Touch action, exclusive Finger-fit Keys, exclusive Perfect Positioning Scale, new 3-position Paper Bail, exclusive Page End-i-cator... you get all these and more with Super-riter.

"YES, IT'S HERE!"—SEND FOR YOUR FREE COPY TODAY!

This color brochure is chock full of pictures and information about the Super-riter—and it's FREE!



**THE FIRST NAME
IN TYPEWRITERS**

Remington Rand
INC

Remington Rand, Room 2506 315 Fourth Ave., New York 10, N.Y.

☐ Please send me FREE copy of "YES, IT'S HERE!"

Name _____ Title _____

School _____

Address _____

City _____ Zone _____ State _____

NEW! . . . NECESSARY!

Recommended and
adopted by
High Schools
Colleges
and
Universities

Nontipping

**ALLEN
TYPING**

DEMONSTRATION TABLE

Steel from top to bottom for solid, permanent joints . . . a top wide enough for a typewriter AND the text . . . with a square, nontipping base . . . just the demonstration table for teachers who KNOW HOW—SHOW HOW.

Constructed of steel, finished in olive-green baked enamel, rests on four casters, one with toe-touch lock. It measures 18"x26" at base, 15"x24" at top. The height can be set instantly to perfect adjustment—from 27" to 51½". Two detachable storage drawers and braces also available.

Mail your order or inquiry today to:

H.M. ALLEN CO.
Hartford, Wisconsin

Bookkeeping

PROBLEM REPRINTS

Every month this magazine publishes a bookkeeping awards problem. It may be used to win achievement pins and certificates, or as extra-credit work, or for club activities.

You can obtain reprints of these problems—clean, easy to read, new, businesslike. By "subscribing" for reprints, you receive them automatically each month from September to May. You can use them year after year in your classes.

The reprint service is inexpensive: For \$1.60, ten copies will be delivered each month. For each additional copy, the charge is just 15 cents more. Note this month's problem on page 129. Order from—

Business Education World

330 W. 42nd Street, New York 18, N. Y.



DELUXE MODEL

PROFESSIONAL REPORT

search activities of members of NABTTI; and research specialists of the U. S. Office of Education and of the NEA.

• *Purposes* of the conference are to inventory the research needs and resources of business education, define problems meriting investigation—including subsidized investigation—and similar analyses.

• *Reservations* should be made with DR. JOHN M. TRYTTEN, University High School, Ann Arbor, Michigan, who will arrange for transportation to the camp from Battle Creek. The camp fee of \$11 covers all accommodations from Friday evening through Sunday noon—beds, linen, food, recreation, and conference facilities.

■ Catching Up on the News—

• *American Vocational Association* has a new executive secretary: M. D. MOBLEY, state director of vocational education in Georgia since 1937. He replaces L. H. DENNIS.

• *American Council on Education* has appointed a full-time staff member, RICHARD ANLIOT, whose job it will be to "spot and try to eliminate discriminatory practices in colleges and universities."

PEOPLE

■ Collegiate Appointments—

• DONALD V. ALLGEIER, frequent BEW contributor and until recently on the staff at Ohio State: now Associate Professor at Southwest Texas State College, in San Marcos.

• MILDRED E. TAFT, from the Bryant College of Business Administration: now with the Division of Secretarial Studies at St. Lawrence University, Canton, New York.

• KATHRYN ILIFF, business teacher in Kansas high schools and last year at Kansas State Teachers College (Emporia): secretarial instructor at Loretta Heights College for Women (Denver).

• *Four additions* to staff of Steed College of Technology (Elizabethton, Tennessee): DAVID W. SANDERSON, master's graduate from University of Denver, to head the Accounting Department; MISS DON FAY ADAMS, former accounting instructor in Gulf Coast Business Schools, Southwestern Business University, and the University of Georgia; HARRIET MAJOR, formerly of Bethel Woman's College, Mars Hill College, Mississippi State Teachers College, Piedmont College, and Highland (Kansas) College; and ESTELLE HOLLAND, formerly an instructor in high

schools and colleges in Kentucky, Oklahoma, and Washington. Steed College requires minimum of a master's degree for every staff member.

• ROBERT J. ANTHONY, formerly of Morris Brown College (Atlanta) and West Virginia State College: now instructor in new Department of Business Teacher Training at Morgan State College (Baltimore).

■ *Promoted*—MILTON BRIGGS, Bookkeeping Editor for BEW and department head and assistant principal at the high school in New Bedford, Massachusetts: now, also, principal of the evening high school.

• JAMES TRABUE, department head at Belleville Township (Illinois) High School and Junior College: now Director of Vocational Education for both institutions.

■ *So Long, Broadway*—Many BEW readers remember with pleasure the sprightly contributions of former staff member DOROTHY M. JOHNSON and have followed with pride her success as Executive Editor of *The Woman*, to which she went in 1944 and in the field of the short story. A steady stream of short stories, most of them with western settings, have appeared under her name in the *Saturday Evening Post*, *Collier's*, *Cosmopolitan*, *Seventeen*, and others.

Now Miss Johnson is shaking the dust of New York from her shoes in favor of a position on a semiweekly newspaper in Whitefish, Montana—the *Whitefish Pilot*. (She explains the reason for this nautical term in a midcontinental setting: Whitefish is a railroad town, and "pilot" is the name for the cowcatcher on a locomotive!).

SCHOOLS

■ Miscellaneous Intelligences—

• *Breakfast*. To keep pace with JOHN N. GIVEN, you have to get up early: For some years sponsor of an annual business-industry-education dinner in Los Angeles, his 1950 counterpart event was an 8:30-10:15 breakfast meeting. Did people really attend? "Best ever," reports Mr. Given, now director of Los Angeles Metropolitan Junior College.

• *At University of Baltimore*, two new specialized secretarial-training programs—for legal and administrative secretaries—have been introduced. The University already has a medical-secretarial course in operation. All three programs are two-year courses, lead to Associate in Arts degree.

■ **Free Booklet on Filing**—One of the handsomest and most interesting booklets on filing problems and solutions is "Your Files and Filing Systems," now being distributed free by the System's Department of Remington Rand. It is colorful, illustrated, highly readable. Both teachers who want to know more about filing and teachers who have classes in filing will want a copy—and when you get it, you'll want another copy for mounting on your bulletin board. Write to FRANK J. HASTINGS, Remington Rand Inc., 315 Fourth Avenue, New York 10, and say, "BEW says you'll send me a copy of 'Your Files and Filing Systems.' Please do." Use school stationery.

AUDIO-VISUAL

■ D.E. Visuals—

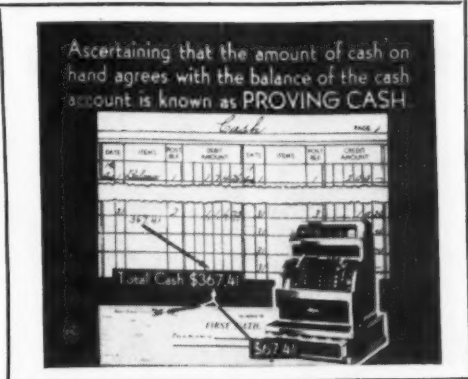
• Dartnell Corporation has produced a series of 15 new filmstrips (kit: \$32.50, net) collectively entitled "Practical Retailing." Script was prepared by HARRY Q. PACKER, state supervisor of distributive and business education for Delaware, and the films were produced through the co-operation of the School of Retailing of New York University and the Business Education Service of the U. S. Office of Education.

The filmstrips can be used with any current collegiate or high school text in retailing or salesmanship. Strips average 20 frames each. An instructor's guide accompanies the kit. The films cover the standard topics—retailing as a career, getting a retail position, the salesman's appearance and personality, types of customers, and so on. Dartnell Corporation: 4660 Ravenswood Avenue, Chicago 40.

• California State Department of Education's Bureau of Business Education (Sacramento) has prepared and released a fine new bibliography of films, "Film Guide for the Teaching of Salesmanship." Eight pages, mimeographed, the bibliography classifies more than 150 films and filmstrips, tells where to get them, and indicates the costs. Of particular value is the inclusion of (a) whole "sets" of films and (b) reference to many films prepared for use in the trade instead of in the classroom. A persuasive letter, indicating an interest more than casual, may obtain a copy for you from Bureau Chief WILLIAM R. BLACKLER.

■ Bookkeeping and Accounting—

• The Society for Visual Educa-



tion, Inc., has completed and made available through S.V.E. dealers its new "20th Century Bookkeeping and Accounting Series" of filmstrips, produced in co-operation with the South-Western Publishing Company and based on that firm's textbook.

There are three filmstrips in the series. The first has 48 frames and covers the steps involved in recording and posting the opening entry to the ledger. The second has 47 frames and shows how to record transactions in the journal; post journal entries to the ledger; and prove, with a trial balance, the equality of debits and credits in the ledger. The third calls attention to the work at the close of the fiscal year and consists of 46 frames.

Designed for senior and college groups, the films are well illustrated, with rulings in blue and red. Each film lists for \$5. S.V.E. is located at 1345 West Diversey Parkway, Chicago 14.

• Business Education Visual Aids (BEVA) is distributing an illustrated 4-page catalogue of ten BEVA-produced bookkeeping and accounting filmstrips, complete with prices and descriptions. BEVA is located at 104 West 61st Street, New York City 23.

■ Film Evaluations—

• DEAR EDITOR: Volume II of A Directory of Film Evaluations for Teachers of Business Subjects is now ready. Prepared and sponsored by Kappa (University of Michigan) Chapter of Delta Pi Epsilon, Volume II contains detailed description and evaluation of 55 films. It costs 75 cents. Volume I, published at this time last year and containing 92 evaluations, is still available for \$1. Both volumes should be ordered from the Instructional Materials Laboratory, School of Education, University of Michigan, at Ann Arbor.

BEW readers will find these evaluations a fine guide in the effective selection and use of films in all business courses.—FRED S. COOK, UNIVERSITY OF MICHIGAN.

Business Letter English

by H. O. ROBERTSON
and V. H. CARMICHAEL

... provides a complete restudy of the fundamentals. The first three parts of this big four-part book teach the elements of English. Then, by means of the "formula method," the student learns to write every type business letter—clearly and confidently.

Teachers the country over are praising it—as an English text—a style guide—a reference.

502 Pages. List, \$3.00.

REPRESENTATIVE ADOPTIONS

North Alabama College of Commerce
Huntsville, Alabama

Kelsey-Jenney College
San Diego, California

Lamar Junior College
Lamar, Colorado

Katherine Gibbs School
Boston, Massachusetts
Chicago, Illinois
New York, New York
Montclair, New Jersey
Providence, Rhode Island

Hagerstown Business College
Hagerstown, Maryland

Chillicothe Business College
Chillicothe, Missouri

Berkeley Schools
White Plains, New York
New York, New York
East Orange, New Jersey

Robert Morris School of Business
Pittsburgh, Pennsylvania

Central State College
Edmond, Oklahoma

Churchman Business College
Easton, Pennsylvania

Richmond Business College
Richmond, Virginia

Write for examination copy

Gregg

OF MCGRAW-HILL

New York 18 • Chicago 6
San Francisco 4 • Dallas 1
Toronto 1 • London W.C. 1

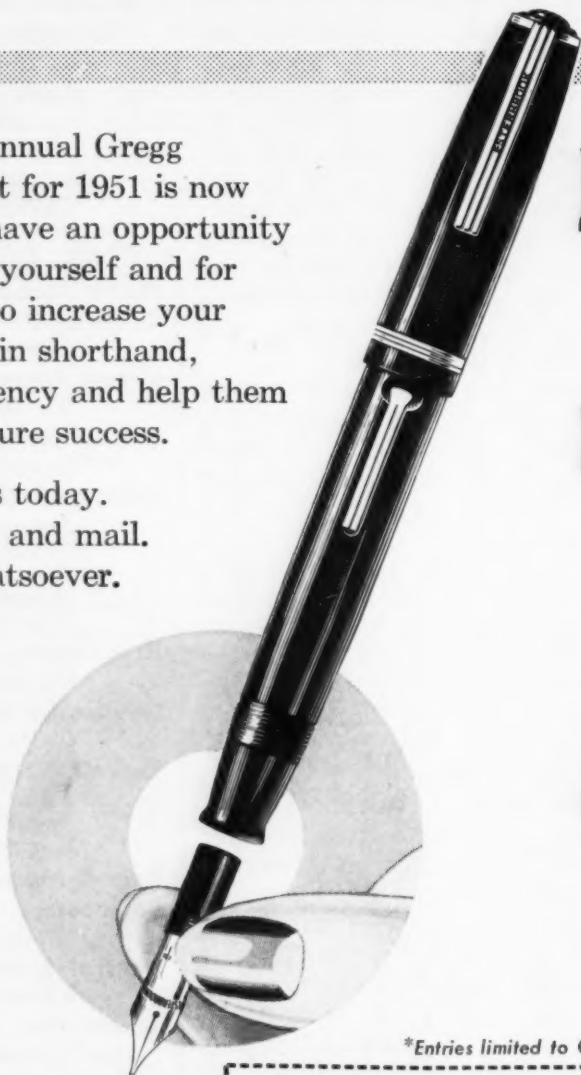
Enter Your Students in the *Esterbrook*[®] **GREGG SHORTHAND CONTEST***

**Win a Prize for Yourself and your School—
Improve your Students' Shorthand**

(Contest Closes April 1, 1951)

The Esterbrook Annual Gregg Shorthand Contest for 1951 is now open. Again you have an opportunity to win a prize for yourself and for your school, and to increase your students' interest in shorthand, build their proficiency and help them on the road to future success.

Enter your classes today.
Fill in the coupon and mail.
No obligation whatsoever.



PRIZES FOR TEACHERS

Every teacher having 15 or more students in the competition will receive an Esterbrook Gregg-Approved Fountain Pen as a gift.

AWARDS FOR SCHOOLS

Eight silver cups, engraved with name of school, teacher's name and winning class—awarded to schools whose students submit the finest papers. A championship cup and a "runner-up" cup for each school group—public, private, parochial and post high school.

AWARDS FOR STUDENTS

Every student submitting an outstanding paper will receive a Meritorious Award Certificate, denoting outstanding proficiency and achievement—a very valuable asset for the young job seeker.

*Entries limited to Continental United States

*Mail This
Coupon Today!*

The Esterbrook Pen Company, Camden 1, N. J.

Please send me entry blank and rules for your Esterbrook Shorthand Contest, together with copies of contest material for my students. This material is to be sent without cost or obligation.

Teacher's Name.....

School.....

Number of students in my classes.....

Street Address.....

City..... Zone..... State.....

BUSINESS EDUCATION WORLD

Volume 31 • Number 3

NOVEMBER, 1950



DOCTOR GIBSON, long a pioneer in using audio and visual aids, uses his tape recorder (a Wilcox-Gay Recordio) for many activities in his typing classroom. Sound patterns of various typing rates, drills, and other dictation materials can be recorded to free the teacher for pupil supervision.



SAN DIEGO'S office-practice room is equipped with Soundscribers, which are used not only for transcription practice but also for transcribing recordings made in other classrooms. All business teachers are familiar with the use of voicewriters in dictation situations, but you'll find many exciting new uses for—

The Voicewriters in "Recitation" Business Classes

E. DANA GIBSON
San Diego State College
San Diego, California

The increasingly popular voice-writer machines can turn recitation business classes into vital, up-to-the-minute programs as exciting as those produced on the radio.

A radio commentator desires to bring his listeners first hand news; a wire-tape recording, made at the scene of the news, does the trick.

A round-table program is asked to make its contributions available to listeners; so, transcriptions are pressed from the original master recording and placed on sale at nominal price.

A company wants to relieve its salesmen of some of the clerical burden that modern selling subjects them to. A disc recording of the orders, comments, and instructions, saving hours of time, can be mailed into a central transcribing bureau at the home office for transcription.

All over America cutting needles or electronic recorders are busy.

Why not put them to use in your classrooms?

■ **Modern Voicewriters** — Voicewriters come in many sizes, shapes, and styles to satisfy the tastes, pocketbooks, and needs of many different customers. Voicewriters can be classified as disc, tape, wire, or cylinder. Some or all of these are familiar to most business teachers.

- **Variety.** The cylinder recorders, such as the older Dictaphone and Ediphone models, are to be found in nearly all schools that offer business courses. Some have one or more of the disc recorders, such as the Soundscriber. Many schools own tape or wire recorders, which the Speech and the English Departments have found so useful that business teachers must put up a real struggle to have access to them.

The disc recorders provide cheap, long-lasting, easy-to-use reproductions of classroom projects or programs. The wire and tape recorders are more usable as temporary mediums of retention at very low cost.

- **Which type of voicewriting**

equipment should be used in a recitation business class will depend upon the material available and the way it is to be used.

A presentation that can be used several times in the future, such as a superior student-written dramatization, should be cut on one of the disc recorders. If you wish to record a radio or other program for temporary use, you will find wire or tape recorders the easiest and cheapest means of reproduction. Any material that needs to be transcribed from the recorder should be recorded on a machine whose transcribing unit is equipped with headphones and foot control.

■ **Teaching Techniques**—The methodology involved in the use of voicewriting equipment in recitation-type classes has evolved in the social-studies classroom faster than in the business-education classroom. Secondary schools did little with voicewriters prior to 1940 and not much up to 1947.

- **Dale lists three methods of using recordings, emphasizing that the**

methodology varies with the content of the program and the objectives of the teacher. He wrote as follows:¹

1. As an introduction to some unit of study, recordings offer interesting background overviews combined with values of motivation.

2. During the course of a unit, they serve to illustrate facts, concepts, skills, and the like. In other words, they can enrich research as well as classroom activity.

3. For summation they offer the same kind of learning values. In addition, of course, recordings can be used as a major experience of a unit, and then they combine all three purposes of orientation, illustration, and summation.

• *These are but a few of the uses to which the voicewriting recorders can be put. Gooden suggests "The variety of uses of . . . recorders . . . is limited only by the creative imagination of the teacher using the equipment."*²

• *The following account of the use of a recorder illustrates one way in which classroom teaching can be creative in applying these new aids.*³

One of the units studied by members of the Current Problems class was that of "Labor and Management."

Toward the end of the five-week period devoted to this topic, questions of evaluation arose. Did members of the class possess adequate information? If not, did they know where to find it in a short period of time? Was each capable of speaking intelligently in discussions at school, at home, with other groups? Was each critical of his own expressed ideas? The group decided to use a recording technique presented by the instructor.

The controversial question of governmental regulation of labor unions was selected by the class. Three days were spent in further reading and discussion of the problem. On the fourth day a panel of five members—a chairman, two negative and two affirmative speakers—were chosen by the class. On the fifth day, the recording was made during the class hour. Other students prepared questions on problems that were important to the theme.

The following day, the recording on wire was "played back." What was the class reaction?

1. Each pupil was interested in hearing his own voice.

2. Each pupil was very critical of his own part in the performance.

3. The class as a whole pointed out the shortcomings and success of the project.

4. A point was scored on "how much talk was made" and on how shallow the understanding was in certain phases of the question.

¹Edgar Dale, *Audio-Visual Methods in Teaching*. Dryden Press, New York (1947), p. 266.

²H. B. Gooden, "Magnetic Recorders in the Social Studies," *The Social Studies*, 39:248, October, 1948.

³Grant W. Jensen, "The Recorder in the Social Studies Classroom," *The Social Studies*, 38:305, November, 1947.

Using Voicewriters

In each of the following examples, the use of voicewriters (1) led to more adequate preparation, (2) stimulated great class interest, and (3) contributed to more rapid learning and improvement:

1. Recording class salesmanship demonstrations.

2. Recording a skit on "Mother Never Bothered to Balance Her Checkbook."

3. Recording the voices of local businessmen for use in our office-style dictation session in secretarial practice.

4. Recording an interview with the local postmaster just before Christmas.

5. Recording practice job-application interviews.

6. Recording a March-of-Time-style account of the flow of money about a community.

7. Recording a rapid-calculation contest in the business-mathematics class.

8. Recording the talk of a prominent business speaker at the Rotary meeting for playback in the senior general-business class.

9. Recording, in walkie-talkie style, the grade labels and similar data seen during a visit to a supermarket.

10. Recording a series of station-break radio announcements, each followed by the identical announcement by a student.

5. Areas of greatest accomplishment by individuals and the group were identified.

6. Co-operation, work, and morale throughout the entire program were excellent.

• *A different approach was used by the Navy during the War.*⁴

Breaking away from the traditional concept of the training aid as a device for the presentation phase of teaching . . . recordings are being used for selection and testing of the personnel, for dramatized motivation of learning, and for practice drills as well as for explanations and demonstrations.

Carrying this concept forward, the Navy has developed several series of instructional recordings in balanced units, each of which contains material for motivation, exposition, question-and-answer clarification of troublesome points in such exposition, practice-drill exercises, and summary. Such sets of recordings of this type as have been prepared on the use of radio in convoys, for example, are capable of serving effectively both the classroom in the radio school ashore and the radio operator striving alone at sea to master or refresh his operational doctrines. Thus the training aid gets away from its specialized

⁴William J. Exton, *Audiorvisual Aids to Instruction*, McGraw-Hill Book Co. (1947), New York, p. 274.

character as a presentation device or a testing device and becomes a rounded teaching aid.

■ **Some Suggestions**—All these uses should suggest to the business teacher many ideas pertinent to the business classroom.

• *The business-law teacher can take a wire, tape, or disc recorder to a courtroom and record sessions involving business cases. These will make excellent points of departure for class discussion.*

• *Local businessmen may be interviewed on topics pertinent to economics, retailing, merchandising, product information, or almost any business subject.*

• *Radio programs transcribed on wire or tape recorders and usable in future classes can be recut on discs for easy filing.*

• *Students can record such things as stock-exchange sounds, business-club activities, sales, telephone conversations of PBX or other business operators, and use the recordings as bases for presentations of units of work.*

• *Expert clerical, stenographic or accounting workers can be asked to tell the stories behind the jobs they perform and to suggest to beginning students ways of preparing themselves for careers in these fields.*

• *Oral reports can be presented by the transcription process, so that students can hear themselves as others hear them. Criticism of reproduced classroom presentations will permit the correction of defects in student speech and manner. There is good evidence that students profit greatly from the replaying of the performances they have given.*⁵

. . . As a consequence of this procedure . . . (1) students became more careful of their speech habits; (2) pupils tended to weigh their opinions before speaking; (3) the class members became more sensitive to standards in content of statement, of good points and absurdities; and (4) students in each class did extra reading and made better preparation following the revelation of lack of information.

• *Retailing and merchandising classes might develop students' abilities for writing transcribed "spot" announcements. These could be approved by the school authorities and used to make routine school announcements on the public-address system more glamorous or interesting. Results could be measured by attendance at plays, games, etc.*

■ **Function of Using Voicewriters**—After it is all said and done, the

⁵Lucien Kinney and Katherine Dredge, *Better Learning Through Current Materials*, Stanford University Press. (1949) p. 80.

reason for using voicewriting machines is to make the presentation more lasting and meaningful. Quillen and Hanna state this proposition very well:⁶

Perhaps the chief strength of auditory aids is their power of intense dramatization through the use of voice, music, and natural sound effects. Some extremely dramatic experiences can be transmitted solely through the auditory medium without recourse to the visual medium at all.

- A vital factor in the use of audio aids is that they can be made a part of an individual's study program. Before or after class presentation, a student can listen to a recording and study it by himself. As Exton stated it, "A particular advantage of transcriptions and recordings among audio-visual aids is the fact that they lend themselves to simple and effective use by individuals. This makes it possible to use them for subjects that involve drill and repeated hearing."⁷

- Every use of any audio-visual aid should be accompanied by a critical analysis of the effectiveness of the aid itself. The voicewriters are no exception to this rule. Gooden's criteria⁸ for judging the effectiveness of magnetic recorders apply to all the voicewriters. The writer's rearrangement of these is as follows:

1. The purpose of using the recorders is not entertainment but training in group reasoning.

2. Right attitudes and appreciations may be developed quite easily through group study and group conclusions.

3. The development of habits of critical and suspended judgment is one of the most significant among the objectives for using magnetic recorders.

4. The objective of securing creative response on the part of students is also of considerable importance.

5. Teaching the recitation studies through creative student projects is a valuable technique, and the criteria for such projects are, fundamentally, the amount and kind of desirable learning and self-activity that takes place.

6. The development of documentary recordings by students, following the pattern set by some broadcasting systems, offers valuable creative experiences based upon careful and directed research.

⁶James Quillen and Lavone A. Hanna, *Education for Social Competence*, Scott, Foresman and Co., Chicago (1948), p. 283.

⁷Exton, *Loc. Cit.*

⁸Gooden, *Op. Cit.*, p. 250.

⁸Gooden, *Loc. Cit.*

To quote Gooden more directly on evaluation:⁹

An evaluation of the results of teaching with the magnetic recorders should be made frequently. Short factual quizzes, as pre-tests, and longer examinations following the use of recorded materials, to determine the learning that has taken place, are desirable. Student evaluation of recorded materials may be an important guide to procedures and techniques.

■ **Summary**—The use of voicewriters in "recitation" classes is no longer untrod territory. Teachers in many areas have pointed the way for business teachers. In using voicewriters, the same effort, work, and imagination is necessary as for the successful use of any audio-visual aid. Like the other audio-visual aids, their use and the results they produce must be evaluated.

Dean Rondileau Strongly Recommends Stenographic Skills for Career Men

It is not often that a liberal-arts dean speaks up for secretarial skills. Of special interest, therefore, is the point of view of Dr. Adrian Rondileau, dean of liberal arts at Pace College.

"Whether alert and able young men intend to enter business or a profession," says Dean Rondileau, "they should remember that skill in shorthand and typewriting is a most useful key to their career goals."

Asked in an interview to outline the value of possessing this "key," he pointed out three important reasons for young men to study the stenographic skills: preference in the competition for employment, the opportunity for early association with executives, and greater personal efficiency.

■ **Employment Help** — "For the thousands of young men who have acquired some technical background and training for the special field they hope to follow, skill in shorthand and typewriting is the extra ability that will increase their opportunities in their chosen sphere, whether it be advertising, radio and television, accounting, or any of hundreds of other fields," said Dean Rondileau.

With job competition growing, that "extra ability" will be increasingly important, he added.

"In many business, professional, and Government occupations, the ability to run a typewriter and take down dictation in shorthand offers the greatest assurance of employment," he declared.

■ **Meeting Executives**—The young man who possesses the "key" skills has a quick, inside road for working with executives, the Dean pointed out.

"The top executive who covers a wide area in his travels needs a secretary who can be his right-hand man, one who, by the skills of shorthand and typewriting, can put in-

formation reports into a concise, accurate form. The young employee equipped with these skills has something to offer in exchange for the opportunity to learn from an able executive."

"It is to be regretted," the Dean continued, "that young men too often consider training in stenography and typewriting unimportant. They do not realize the value of training in these lines—that it might serve as a steppingstone to future success. What surer means are there for the newcomer to enjoy close, helpful association with responsible executives?"

■ **Personal Efficiency**—Dean Rondileau recalled that President Wilson, in his earlier years, was quite expert at both typewriting and shorthand, a facility that he often used even as Chief Executive, and when he was Governor of New Jersey, and before that as president of Princeton.

Dean Rondileau mentioned Dickens, too: "Charles Dickens was always proud of having been a parliamentary reporter. The great author might have been spared countless hours of drudgery if the typewriter had been in use in his day."

Stenographic skills are a tremendous aid in many careers and a real necessity in some. Newspaper correspondents, for example, "write their stories on a typewriter whenever possible, and they frequently take light-weight machines with them on their distant assignments. But most of them have failed to learn shorthand, which has proved to be decidedly useful to the comparatively few newspaper writers proficient in that skill."

As a result of the Dean's leadership in his own school, men enrolled at Pace College are being urged to learn shorthand and typewriting.



DR. H. C. NOLEN, formerly of Ohio State and now vice-president of McKesson & Robbins, is the originator and director of an impressive, intensive course for drug-store selling. Program includes study, training manual, films, demonstrations, real merchandise, displays, tests, and even free lunches.

Intensive Drug-store Clerk-Training Course Has the Professional Touch

Any business teacher who has ever been asked to provide an intensive training course for community workers will view with interest and a little awe the remarkable two-day course of instruction being given to drug-store sales personnel in 72 cities by McKesson & Robbins, manufacturers and distributors of drug-store supplies.

The course was organized by Dr. H. C. Nolen, McK&R vice-president and former professor of marketing at Ohio State University. Every detail is worked out. The course includes an illustrated, three-color textbook by Dr. Nolen, dramatics, lectures, films, tests—the works.

McK&R's purpose is to increase the selling effectiveness of drug-store personnel and, undoubtedly, to acquaint these dealers with more information about McK&R products. The way the course achieves these purposes is a lesson in marketing and another in pedagogy.

■ **The Course**—It comprises four basic lessons: "Formula for Successful Salesmanship," "Developing a Selling Personality," "Helping Customers Buy," and "Creative Selling." Each lesson comprises a chapter in the 62-page training manual.

• **The Routine.** Lesson 1 of the training manual is sent to enrollees before the course starts; they are expected to read and study it before the first meeting.

On the first day, the class (any druggist, drug-store clerk, or phar-

macist may enroll) begins at 9:50 and runs until 12:20. McK&R provides lunch. After lunch, the students study Lesson 2 until 2:00, when the second session begins. It continues until 4:30. That evening the students study Lesson 3.

On the second day, class starts at 9:00 and runs until 11:45. Again McK&R sets up lunch, and then enrollees study Lesson 4 until 2:00. The fourth and final session ends at 4:00, and Certificates of Achievement are mailed to those who satisfactorily complete the course.

This tight schedule was evolved through pilot sessions held in Los Angeles and Boston. Classes are being conducted in each of the 72 cities in which McK&R has distribution centers.

• **The Mechanics.** The program is directed by Dr. Nolen, with the help of Mr. E. H. Gardner, former professor of marketing at the University of Wisconsin.

These men provide the area director with a complete folio of course-promotion aids, including:

1. A hearty, three-page letter for distribution to community druggists. It explains the nature of the program and invites the druggist and his staff to enroll.

2. A sample enrollment form.

3. A letter the area director sends to each enrollee along with Lesson 1, urging the enrollee to read it and thanking him for enrolling.

4. A lesson-by-lesson outline of the course, which is distributed at the opening of the sessions.



"LET THE CUSTOMER feel as well as see merchandise" is one cue given in the skits and right-vs-wrong demonstrations given in the course.

5. A two-page series of quotations by druggists who have already taken the course, lauding the value of the program.

The McK&R organization pays for the lunches, rents the room where the meetings are held, provides the instruction and all the instructional aids, and mails the certificates. The druggist pays his carfare and the salary of any clerks he sends.

• **The Textbook.** The training manual on which the four lessons are based is entitled *Drug-Store Selling Made Easy* and is written by Dr. Nolen. Although a comparatively inexpensive Varitype-and-offset production, it is delightfully illustrated with cartoon sketches, brightened by the use of color, and extremely readable.

Each lesson is complete within itself, containing direct discussion; references to descriptive product-information booklets published not only by McK&R but by others, too; a summary, some questions and problems, and a true-false quiz. All this is supplemented in class by demonstrations, films, and dramatizations.

(Dr. Nolen has informed BEW that he will provide a free copy of *Drug-Store Selling Made Easy* to any teacher who writes to him on school stationery, referring to this article and asking for the text by name. His address: McKesson & Robbins, 155 East 44th Street, New York 17.)

■ **Summary** — This training program has the professional touch, but its pattern could be readily emulated by any business teacher asked to conduct a special distributive or secretarial in-service improvement course.

Effective Teaching of Business Arithmetic

WILLIAM L. SCHAAF
Brooklyn College
Brooklyn, New York

As a school subject, business arithmetic is not easy. Effective learning requires a degree of mathematical maturity and some familiarity with business practices. Hence the fallaciousness of shunting low-I. Q. pupils into a business-arithmetic course because it is considered "easy."

On the other hand, provided that content and method are appropriately handled, it need not be particularly difficult, as the following discussion will show.

Vocational Objective — Broadly speaking, the desired goal is the achievement of certain vocational competencies. More specifically, this competence has to do with (1) the understanding of business, economic, and social concepts, particularly their quantitative aspects; (2) the acquisition of efficient computational skills; and (3) the cultivation of facility in problem-solving thinking.

The crucial consideration in all three areas is genuine understanding. By "understanding" is meant ideas, concepts, relationships, and generalizations, as contrasted with mechanical procedures, rules and formulas, verbalism, clues, and rote learning. When a pupil who is asked to find the net price of an article offered at a specified rate of discount comes up in all seriousness with an answer greater than the list price, he displays his utter lack of understanding.

General Methodology—It is not our intention to discuss here every classroom technique available to teachers, but some observations on points of method should perhaps be mentioned.

• **100 Per Cent Accuracy Essential.** Nothing less than 100 per cent accuracy is acceptable. To this end, "consideration" should be given to insistence on legible figures, habit of checking, habit of estimating, over-learning of fundamental operations, cultivation of careful use of language, adequate time allowance, and avoidance of formation of incorrect habits by careful supervision of initial learnings.

• **Speed.** Although subordinate to accuracy, reasonable speed is highly desirable. Conducive to increased speed are the following: systematic

arrangement of work; specific practice deliberately designed for rapid automatic responses, such as oral drills, flash cards; discreet use of short cuts; remembering, through frequent use, certain factors, multiples, aliquot parts, and equivalents.

• **Short Cuts.** If mastered, short cuts are extremely useful. The teacher's judgment is important. The number of short cuts introduced should be limited to a few really practical methods. They should probably not be used with the slower learners. In any event, if and when a short method is presented, it should always be rationalized, never mechanically memorized. Nor should a short cut ever become more important to the learner than the basic generalization or principle.

• **Reteaching and Reviewing.** Minimum exposure to ideas or procedures is worthless. The fundamental consideration is the fact that concepts evolve. They are not learned all at once; neither are they all-or-nothing affairs. Reteaching and extension must be the teacher's constant concern. Reviews may be planned or they may be spontaneous; both kinds must be used. Vocabulary must be checked; "thought questions" must stimulate. The interrelation of ideas must be pointed out; subsequent learning and use must be anticipated.

• **Realism.** The classroom is not an office or factory or a retail store. Yet the realities of the business world must be visualized by the learner. Many procedures to this end suggest themselves. For example, pupils may bring to class for story and discussion actual business forms and other documents, such as tax bills, utility bills, sales slips, vouchers, invoices, catalogues, inventories, price lists, advertisements, bank statements, checkbooks, income tax returns, insurance policies, tables of installment rates on purchases or loans, annual statements, stock prospectuses, and so on.

Again, pupils may bring in data on the cost of owning and operating a home, in terms of someone's actual house, and then discuss the essential items of mortgage, taxes, insurance, operating expenses, maintenance, repairs, depreciation, and interest on cash invested—par-



W. L. Schaaf... math need not be hard.

ticularly the last two, which are so often neglected even by adults.

Another procedure is to make use of actual or simulated situations. Thus, when teaching *Net worth = Assets - Liabilities*, have the pupils organize a co-operative store or, if this is not feasible, procure figures from the records of a school co-operative, a school bookstore, or a candy concession. When teaching insurance, have the pupils form a co-operative "insurance company" to protect themselves against lost articles, such as books, fountain pens, articles of clothing, and so on.

When teaching corporate stocks, have them form a real (or imaginary) "Hobbcraft Corporation," which makes gift items, such as tie racks, book ends, belts, wooden toys. They need \$400 for tools, equipment, and materials; they offer 200 shares of stock at \$2 each; 160 shares are sold. At the end of the first quarter, net profit equals \$48.50; and a dividend of 20 cents a share is declared. Through such an activity or discussion, the meaning of stocks and bonds and related concepts is far more likely to be achieved than by verbalistic learning of textbook material alone.

Lesson Planning — Successful teaching requires thoughtful day-by-day planning. While lesson plans need not become rigid and stereotyped, a general pattern, if workable and effective, is of inestimable help. One such pattern is suggested below; it is by no means the only one possible nor necessarily the best, but it has stood the test of experience:

1. Preliminary Drill (5 minutes)
 - a. Fundamental operations (maintenance)
2. Check and Correct Homework (5 minutes)
3. Development of New Material (25 minutes)

- a. Motivating problem (simple situation; realistic; small numbers)
 - b. Discussion of mathematical relationships (business ideas; new technical terms)
 - c. Method of solution (questioning technique)
 - d. Making the generalization (pupil states it in his own words)
 - e. Mental practice on new work
 - f. Written practice on new work
4. Summary of Lesson (5 minutes)
- a. Emphasize important points, stimulating thought questions

• For motivating an introductory lesson on the topic of depreciation one might use the following problem:

Henry Taylor, a cab driver, owns his own cab, which cost him \$2400. He estimates the life of the cab to be four years, at the end of which time he estimates that the trade-in value will be \$400. At the end of the first year, Taylor's records show that total receipts exceed total expenditures by \$3200. What was his profit for the year?

Discussion of this situation will soon reveal the fact that if Taylor does not lay aside a certain amount each year out of his gross earnings, so that four years later he will have enough to buy a new cab, he will be out of business at that time. It is not difficult to take the next step: Spread the required amount evenly over the four-year period.

$$\text{Annual depreciation} = \frac{\$2400 - \$400}{4} = \$500;$$

$$\text{Therefore, profit} = \$3200 - \$500 = \$2700.$$

Check:	57
Total depreciation = 4 × \$500 = \$2000	49
Scrap value = 400	513
Original cost = \$2400	228
	2793

$$\$2700 + \$500 = \$3200$$

During this discussion, the meaning of *depreciation*, *scrap value*, and *original cost* will be taught. Something about the *nature* of depreciation will also be taught. Toward the end of the lesson, the question will be raised as to whether uniform depreciation is the only possible method of spreading the cost of regaining a capital outlay. It is also possible to raise the question of earning interest on the \$500 reserve funds set aside annually.

Without appearing to be needlessly repetitious, let it be urged once more that insight and understanding should be the prime consideration. Skills are lost or impaired with disuse; but concepts, once understood, are virtually permanent. Moreover, ideas have a way of begetting other ideas; they also clarify, reinforce, and extend earlier ideas.

■ **Reteaching the Fundamentals** — The question is frequently asked: "To what extent is it necessary or desirable to reteach the fundamentals of arithmetic in the business arithmetic class?"

While it is impossible to give a categorical answer, there seems to be little doubt that it is highly desirable (it may even be imperative) to reteach the fundamentals — but probably not as a unit or "block" at the beginning of the course.

Common experience today suggests that, in the main, entering ninth-grade pupils do not have adequate mastery of the fundamentals. There are a variety of reasons for this: the upgrading of topics, inadequate practice, ineffective initial developmental teaching, wide range of ability, universal promotion, lack of maturity, lack of interest or motive, and others.

• **Vulnerable topics**, particularly, are fractions, ratios, decimals, and percentage. They are critical for two reasons: First, these notions are intrinsically difficult (as the history of mathematics reveals); secondly, they play such dominant roles in the quantitative relationships that occur in business practice.

• **By way of practical suggestions**, the following considerations may have some merit. First and foremost, do not just teach the fundamentals "over again." In short, let us not merely review; let us really reteach. Rationalize the processes and the operations and the algorithms.

$$\begin{array}{r} 57 \\ 49 \\ \hline 513 \\ 228 \\ \hline 2793 \end{array}$$

For example, let the pupil see *why* the first figure of the second partial product is written in ten's place instead of in unit's place; 40 sevens are 280, not 4 sevens are 28. Or again, $3 \div \frac{1}{4} = 12$, not because we invert and multiply, giving $3 \times \frac{4}{1} = 12$. Rather, since there are 4 fourths in 1 whole, in 3 wholes there are 3 times as many fourths, or 3×4 ; that is, 12 fourths in 3.

Naturally, it is not to be expected that all pupils will need the same amount of reteaching. The use of diagnostic and survey tests, interview technique, and self-help teaching materials are all valuable. If many pupils are weak, the teacher must hammer away at the fundamentals—but not all at once. Bring them in consistently and relentlessly throughout the course.

• **Special devices** also prove helpful. Common among such devices

are preliminary drills or warming-up exercises in fundamentals at the beginning of nearly every lesson. Another device consists of occasional unexpected brief exercises interspersed throughout the work; the nature of these examples is suggested by such rubrics as: "How Sure Are You?" or "Which Is It?" or a variant. For example:

- a. Does $36 \times \$49 = 49 \times \36 ?
- b. 20 percent more than 80 is _____
- c. 10 percent less than 70 is _____
- d. 18 is 25 percent less than _____
- e. Which is greater, .6 or .59?
- f. Does 0.06 equal .60?
- g. $\frac{1}{2}$ percent of \$160 is (\$80; \$8; \$.80; \$.08)
- h. 110 percent of \$300 is (\$30; \$410; \$33; \$330)

Exercises such as these serve to keep the pupil on his toes and help to maintain skill in the fundamentals.

■ **Conclusion**—Experience suggests that the following guiding principles may prove helpful to teachers:

• **Teach Mathematical Relationships.** This leads to an understanding of business, economic, and social relationships. Do not teach the "theory" first and then "apply" the theory to the social situation.

• **Teach Generalizations and Principles.** Beware of verbalism and superficial "learning," however.

• **Encourage the Use of Symbols.** This does not mean introducing algebra; but there is little reason for not taking advantage of the unique values of symbolism—convenience, succinctness, and clarity.

• **Teach for Meaning and Understanding.** Ideas and concepts are the desired goals. Discourage the mere memorizing of definitions and rules of procedure. The pupil should think "premium," "benefit," "depreciation," "yield," "margin," "mark-up," "accrued interest," "term of discount," "cost of goods sold," "additional discount," and so on.

Such understanding and insight cannot be secured solely through "academic" teaching procedures. It is necessary to include activities centering around business practices, family and personal finances, and social, community, and economic affairs.

Unfortunately for the teacher of business arithmetic, the average ninth-grade pupil is not yet a businessman, a taxpayer, a consumer, a stockholder, or an accountant. On the other hand, high school pupils of today are probably more aware of socio-economic realities than were pupils of earlier generations. In a democracy, this is as it should be; and the wise teacher will make the most of it.



Photo, courtesy of I.B.M.

THE SPEED APPROACH can be used from the start in teaching beginners to use electric typewriters. That's one reason why students of the author, shown here conducting phrase-typing drill from blackboard, achieved average speed of 50 w.a.m. on 5-minute timings in 19 hours of instruction. Ease of operating carriage return and service controls contributes greatly.

Methods of Teaching Electric Typing: Carriage Return and Service Controls

Second of a Series by
JOHN L. ROWE
Teachers College, Columbia University
New York, New York

Electric typewriting is easier to teach than manual typewriting. What differences exist in the presentation of the two kinds of typewriters do not make the electrics harder to teach; to the contrary, they simplify instruction. Teachers need not hesitate to change their methods of instruction, for, they will quickly find, electric typewriting actually requires less teaching than manual typewriting does.

There are two major changes in the presentation of the electric machine. The first concerns the development of correct "touch," a matter of grave importance to the manual-machine teacher; but, as we reported last month,¹ this problem is now entirely eliminated.

The second major change deals with the way that the carriage return and the use of other service mechanisms are taught—the subject of this article.

■ **Importance of Electric Carriage Return**—The automatic carriage return is a major factor in simplifying instruction and in developing a higher level of touch typewriting. This is true because it contributes greatly to continuity of typing.

• **Eyes on Copy.** The student operates the carriage-return key just as any other key stroke; so, he has no reason to take his eyes off the copy. In manual typewriting, the student is always tempted to take his eyes off the copy, because he is never quite sure of the carriage return. Once he moves his eyes to make this operation, the continuity of writing is lost.

But there is no such temptation when the student is learning on an electric machine. The carriage return becomes automatic, and typewriting can truly become a continuous operation when the carriage return is automatic. In the demonstration class conducted at Teachers College, Columbia University, last summer, all the students kept their eyes on the copy from the very outset. It was truly fascinating and almost unbelievable to see the development of typewriting continuity from the first day of instruction. In

the author's experience with many classes of typewriting, this was singular.

■ **Teaching the Carriage Return**—The hand reach for the carriage return, one of the time-losing motions in operating a manual machine, is entirely eliminated. Returning the carriage is now simply a finger reach to the carriage-return key.

Since the hand does not leave the keyboard, the operation of the carriage return key is a continuation of the keyboard operation. The teacher simply instructs the students to touch the carriage-return key, which is located within easy reach of the little finger. The learner keeps his hands close to key position. He keeps his eyes on the copy. Valuable time is saved, and there is little need for locational-security drills such as we must give manual beginners, "to make sure you return your left hand to the correct position."

• **Less Fatigue.** The automatic carriage return reduces the effort and energy expended by a typist. According to some researches, the carriage return on the manual typewriter requires about 35 times as much effort as a key stroke. To return the carriage when it is operated electrically requires little strength or effort—just stroke the key.

• **Less Drill.** Numerous facility drills must be given to teach the correct, speedy motions of throwing the carriage on the manual machine. Such drills are not needed—if your students are using electric machines.

• **More Continuity.** Use of the carriage-return key on the electric contributes to a feeling of continuous typewriting, since distracting arm movements and temptations to lift the eyes, with the attendant loss of the place on the copy, are eliminated. In using a manual machine, each return marks a definite break in typing; this break is greatly reduced when the carriage is returned just by depressing an electric key, almost like making another stroke.

• **Changed Signal.** No longer is it necessary for the instructor to say, "throw the carriage"; instead, he calls, "carriage." A mere touch of the key returns the carriage.

• **Instant of Relaxation.** When using an electric machine, the hands actually wait for the completion of the carriage return. This eliminates the motion of getting the left hand back in typing position. Moreover, because three of the four most-frequently used letters are strokes by the left hand, the extra split-second that the hands are allowed to rest makes possible the stroking of the first keys on a new line almost simul-

¹John L. Rowe, "Methods of Teaching Electric Typewriting to Beginners," *Business Education World*, October, 1950, pp. 67-69.



Photo, courtesy of Royal

ELECTRIC MACHINES give greater speed through greater continuity of typing. The one-stroke electric carriage return is effortless, eliminates need of "throw drills," gives instant of relaxation between lines, eliminates temptation to raise eyes, and so contributes to speed.

taneously with the completed carriage return.

That split-second provides a moment of relaxation, too, which helps reduce fatigue. Teachers will note how important this moment of relaxation is when they observe students typing for sustained periods.

The energy that is saved by the electrification of the carriage-return key can readily be converted into higher accuracy, speed, and production.

■ **Importance of Electrification of Other Service Mechanisms**—One of the major contributions of electrification of the typewriter has been its making possible a uniform touch.

When teaching the manual machine, it is necessary to stress the quick, staccato, "get-away" stroke. One tries to perfect this type of stroke during the presentation of the keyboard. But, no sooner does the student acquire this skill when he has to learn a different kind of stroke for operating the service mechanisms. He is told to *hold down* the shift key and tabular key, for example.

On the electric typewriter, however, there is practically no difference in any key operation, whether on printing keys or on the operative controls. All the service mechanisms are easier to operate and faster to respond than similar mechanisms on the manual machine.

This automatic feature is true of all operative controls on the electrics — the tabulator, shift keys, margin release, and so forth.

Because the student uses the same touch-stroke as in typing the lettered keys, touch operation of these controls becomes a reality, and time-

consuming lost motion is eliminated.

On most electrics, moreover, the service mechanisms are more accessible to the typist's fingertips. It is rare that a typist must stretch or reach for controls.

■ **Teaching the Service Controls**—There is little more to teaching the service controls than teaching *when* and *why* to use them; the *how* is no problem whatsoever when your students are using electric machines.

• **Shift Key.** Only a slight contact is necessary to depress the shift key — the smallest finger on the daintiest hand can handle it with ease. There is no weight for the finger to bear. There is no likelihood of a finger's slipping off the key. Because of the shift keys' automatic response, the problem of "flying capitals" is practically eliminated. While it is possible to have a "floating capital" on an electric, it rarely happens. (And how we have been concerned with that problem!)

Achievement Record

This is the distribution of scores of Doctor Rowe's 18 beginning students on 5-minute timed writings on new, average copy in the 19th hour of instruction, in the presence of a methods-course group of observers:

Rate Per Minute	Number of Students
72	1
68	1
50 to 60	4
40 to 50	8
30 to 40	3
25	1

Students' accuracy ratio showed about one error for every two minutes of writing.

The shift keys are nearer to the home-key row, on the electric machine. This enables the learner to make the reach from the home keys more easily and also enables him to keep his fingers in proper position over the keys. Speed is thus gained.

The proper stroking of the shift key hardly needs to be "taught," as it requires no more pressure than an ordinary key stroke.

• **Backspace Key.** Now that it is electrically operated, this key has positive action. The typist knows a feeling of security. The wasted time and uneasiness involved in verifying the accuracy of backspacing are both eliminated.

• **Double Spacing.** One of the joys in teaching electric typing is the ease with which students learn to touch the carriage-return twice when they want to put an extra space between two single-spaced paragraphs. This is incomparably easier than the double-throw of the manuals.

■ **Other General Considerations**—In teaching electric typewriting, speed is stressed continuously. The easy carriage return and the easy operation of the keys gives the student a feeling of rapid movement.

Psychologically, the automatic reaction of the machine permits correct stress in speed building. It is not difficult for the student to feel confident that he *can* type rapidly. Assured of power responding to his touch, he has the ideal mental set for progress. He feels that the machine is co-operating with him. He does not "fight" it.

• **Reduced Fatigue.** The fact that operating the machine is, as already pointed out, much less fatiguing than operating a manual one means that fewer rest periods are needed during the class period and that students may drill for longer stretches of time.

• **Off and On.** Just as students of manual machines learn to cover and uncover their machines, the students of the electric typewriter must also learn to be sure that the switch is in the off position *whenever they plug in the electric wire*. Similarly, they must learn to turn the switch to off at the end of the period. Turning the switch off must be made a habit, part of each day's cleanup.

Whether wires will be disconnected at the end of each period will doubtless depend on the circumstances in each school. But, from the first day, students must be taught to develop the habits necessary for the protection of the mechanism and for systematic routine in the class.

(Continued next month.)

Inspiration and Help *If you have ever thought that the teaching of business writing might be dull or lacking in techniques of teaching, you must read this article. Doing so will not alone provide you with a new kit of teaching ideas; it will give you pleasant smiles of reminiscence and perhaps a new respect for the importance of this subject in "businessland America."*

How to Teach Business Correspondence for Twenty-Five Years—and Like It!

CARL NAETHER
University of Southern California

■ **Twenty-Five Years** — Imagine staying with one subject (a highly specialized one at that) for a quarter of a century. Just about half a hundred semesters of talking and writing on one and the same general topic: business by letter, business letters, business-getting letters. What a soul-pinch, brain-be-numbing job, you say!

Yes, and no. Mostly no. To be sure, the title of the course connotes sameness of subject matter, but the field denoted is broad and fertile, the content is found varied and thought-provoking, permissible teaching methods are elastic and eclectic, and the learners attracted are sure to be for the most part practical-minded and eager.

• *After I had taught accounting and similar commercial subjects for some years, I found myself at a summer session studying business correspondence and advertising.*

Both the subject matter and methods of these courses aroused my youthful enthusiasm. Unlike accounting (a subject for which I could never muster more than pretense of zeal—it seemed so fixed in method and limited in scope), letter-writing seemed never inflexibly determined, never to arrive at the dull climax of finish or perfection. It came to me then, as it remains today, bristling with challenge.

• *My regard for the value of business writing was enhanced by observing its everyday accomplishments and by consideration of its practical possibilities—particularly in this businessland America, where more business was done by letter in those yesteryears, as yet today, than in all the rest of the so-called civilized world. But my enthusiasm over the subtle and varied applications of this practical art was always tempered, though never squelched, nor even greatly tamed, by the difficul-*

ties inherent in the greater art of rhetoric or writing in general.

Nor have twenty-five years of preaching good business writing and promoting its practice dimmed either my respect or my liking for it. On the contrary, I am more than ever convinced of its value in solving problems, simple to intricate, in every sphere of business—of its immense everyday usefulness in simplifying and humanizing communication in commerce. And I am more conscious than ever of the responsibility which the teacher of business correspondence has for keeping it a *practical ART*—of resisting the frequent attempts made to standardize it, to reduce it to forms devoid of individualizing, human values.

• *I began to teach business correspondence in the days when every issue of John Howie Wright's popular magazine Postage proclaimed in black-face type that "Anything that can be sold can be sold by mail!" In my naiveté and inexperience, inspired by the much-heralded and seemingly unlimited possibilities and achievements of the business letter and of direct-mail in general, I almost swallowed whole the well-meant but obviously exaggerative slogan. In those days, the early 1920's, business was booming. Profits were prodigious. Exaggeration in advertising and business writing ran rampant; restraint in letters and in advertisements was rare.*

■ *Gradually, to Learn*—In an early lecture on "The Wide Usefulness of the Business Letter," my enthusiasm was almost boundless. When, somewhat later, I encountered some really difficult business-letter problems, presented by young but experienced business men and women attending evening classes, my confidence tapered off a bit as I realized the limitations of the business letter as a business getter.

Those young business men and women were in their offices practicing to some extent what I was then

preaching in night school. Their results in business correspondence had been largely only disciplinary—their successes, the hard-won, slow-grown, sometimes bitter fruit of failure. So I learned that there is a deep difference between the effectiveness of the business letter as achieved theoretically in the classroom, where no one contradicts, and the achievement of effectiveness in a business world full of contrary customers and contradictory competitors.

• *A comparatively short time after beginning to teach business writing I discovered how unsuited formal lecturing was to a subject so everyday and naturally informal. Though intended to be lively, my approach was obviously too serious and formalized; and, clearly, the time devoted to conventional note-taking could not be productive of epistolary skill.*

In those days, the halls of the university, any university, reverberated with lectures. Compelled to hear them in class after class, day after day, students suffered from *lectureritis* — boredom. Common devices for escape were reading in class, writing letters, side-mouthed conversation with neighbors. Such notes as were taken were likely to be little more than mere summaries or main headings, fragmentary, disjointed commentary, perhaps already available in the class text—which might be of the lecturer's own writing.

• *My students found me gradually lecturing less and less. Today, there are no lectures as such in the course at all, but only friendly discussions of so-called principles of business writing.*

In reality these "principles" are only general statements, interpretations of policies that successful businessmen have found productive of profit and good will. They are rules for the conduct of business by letter. They are not, and are not to be confused with, theories.

• *The Rules.* Among the usually accepted principles or rules are these: Always be courteous. Cultivate good will at every opportunity. Refrain from using "high-pressure." Play fair. Treat the other party to the correspondence as a person, an individual, as your peer—never with condescension, never as a nonentity, a "Dear Customer" or a "Dear Stockholder." Avoid exaggeration and insincerity. These rules are a composite of the policies of long-established, successful firms that have valued good-will above immediate profit.

• *The effectual presentation of the rules in the classroom depends to a large extent upon the instructor's business background and on his general and specific familiarity with the correspondence of many firms, successful and otherwise, engaged in a wide variety of enterprise.*

■ **One Must Know**—I am convinced that a subject as pragmatic as business-letter writing cannot be taught effectively by anyone without business experience. Next to a reasonable proficiency in writing, business experience is probably the most essential equipment the teacher of commercial correspondence can have. If it has been sufficiently diversified and successful, this on-the-job training (as we may rightly call it) enables him to present his views with authority, because he has that confidence behind his precepts that can come only from first-hand observation and personal attainment on the battlefield.

I would not, if I could, exchange my years as clerk, accountant, stenographer, salesman, and private secretary for the equivalent in years of academic research. The experience of those years has not only served to keep me realistic and "down to earth" in my business teaching but also, in its memories, as a rich source of fact and inspiration. Many a time in classroom discussion I have been able to cite actual business situations to argue the soundness or unsoundness of certain adjustment, personnel, or sales policies. Because they were from my own experience, they were the more effective for my purpose.

I know full well what excellent effects a really well-written business letter, sent at the right time to the right person or persons, can achieve, because on occasion I have had to write such letters, and because I like to write them. To exemplify the proper application of this or that approach, I do not have to rely on second-hand or textbook examples, which are often made-to-order, far-fetched; nor on silver-and-gold-medal letters borrowed here and there. I prefer to provide, so far as possible, my own illustrative material from my own experience.

■ **One Must Keep Up to Date**—To make one's teaching as practical as possible, one must know when, for the students' good, it is urgent to bear down heavily upon this or that principle of business conduct. One must keep abreast of the changing trends in business, particularly those relating to letter-writing, di-

rect-mail, and advertising and sales promotion in general.

• *Cycles of Courtesy.* There have not been many radical changes in either the mechanical or the thought set-up of the business letter for many years, but the regard in which it is held as a business tool by the business world seems to rise and fall inversely as the fortunes of business.

In a seller's market such as that bestowed upon us by the recent war, the consumer gets the worst of most deals. He simply has to be satisfied with whatever quality and quantity of merchandise or service his money and importunity will buy, which often is very little. It seems to be the rule that the moment the seller gets the upper hand, he begins to disregard the rules of common courtesy and of salesmanship and carelessly to sacrifice good will, built up at great expense over long periods of time. Requests, complaints, queries go unanswered, or are answered at long leisure, or brusquely, impertinently, or with condescension.

At this writing, business conditions are almost "normal" again, and once more the "customer is always right." In consequence, the letters to customers carry again assurance of high quality in merchandise, prompt, considerate service. How long this desirable state of affairs will last no one can tell. Till the next crisis comes along to curtail and interrupt business relationships?

Anyone who has observed the surprising rapidity with which good will relations become disorganized in times of economic or national stress must conclude that the touted qualities of modern business correspondence—such as courtesy, helpfulness, sincerity—are in many instances but temporary and expedient disguises adopted for pecuniary reasons and used only when not too inconvenient. You will see proof of this if you get a chance to peep into the continuous letter-files of old-established firms.

■ **Initial Problems** — Business letters represent business transactions ranging from the simple to the involved. As a teacher of correspondence I have always planned my courses about a group of carefully chosen business "cases." First to be used are the simpler types of routine transactions, as found in inquiries and replies, orders and remittances, credits and collections; then, as the students gain familiarity with essentials and proficiency in writing, we take up those trans-

actions requiring imagination and writing skill, such as application and various direct and indirect sales-promotion letters.

• *The course does not begin with the sales letter.* In my opinion, confirmed by experience, the sales letter is the most difficult of all letters to write—certified to, in part, by the fact that many able and experienced businessmen will not attempt the composition of such letters but engage advertising writers to do this highly specialized work for them.

Comparatively few students have the knack required to write effective sales appeals. Most of those enrolling in business-correspondence courses are not primarily interested in writing as an art or a profession, but only as a means to a comparatively immediate end: getting a job, holding it, making a living. For the most part they are commerce students who have taken almost no courses in writing except the required freshman composition; consequently, few are found to have much skill with the written word.

• *The problems selected to serve as nuclei for the semester's work are used in such a way as to make the study of letter writing as realistic as possible.* When assigning, I am careful to give the students detailed background material. I make clear the exact nature of the business firm involved, the kind of merchandise or service it sells, and some of the difficulties it encounters in dealing with its customers. I explain the policies ordinarily applied by such a concern to the solution and point out effective ways of putting those policies to work in a letter. Repeatedly I emphasize the essential importance of continual good will promotion, usually expressed by the calling of attention to special sales and service accommodations.

• *Students begin asking questions before I get far with the task of providing a businesslike understanding.* Many have had no actual working experience in business, or, at best, little; they feel very much afloat in a strange sea. It is natural, therefore, that they should ask questions—some quite elementary—concerning policies to be applied, standards to be stressed, and, in general, the best means of achieving the desired end.

In answering questions, I stress the fact that no two businessmen would solve the problem in the same manner—i.e., write the same sort of letter, since each would inject his own point of view and personality into his dictation. And I instruct the student to try to enter imagi-

natively into the hypothetical situation and to write the letter in the manner that would seem to him expressive of a pleasing business personality—the sort of personality he himself is or would like to be. Here I briefly discuss the matter of “style,” of good style, as expressive of pleasing individuality. To make my dicta more easily grasped, I read specimens of letters written in flavorful English.

Having had a clarifying discussion of the problem, most students can undertake the actual writing of the letter with considerable confidence. Still better, since they have examined the whole situation detail by detail, they already know and are interested in the various aspects of the problem. What is important from the teacher's point of view is that afterwards no student can plead lack of available information and adequate directions for a letter which gives evidence only of inattention and lack of effort.

■ **Advanced Problems** — For the more difficult problems (which I take care shall be “live” problems, inviting and compelling much thought), I frequently ask for written topical outlines to be brought to the next meeting of the class, where, at the beginning of the hour, three or four of the outlines are placed upon the blackboard for class evaluation. Usually specific improvements are quickly suggested. Sometimes an entirely new outline is devised. Choosing an approved version of the outline, each student writes the complete letter—urged, however, to be individual, to say what he deems should be said in his own way, subject to the dictates of grammar, rhetoric, truth, tact, good taste, and good sense.

• *This problem material* is the solid stuff upon which the greater part of the work in and out of class is and should be concentrated. Since it deals with business situations graded as to importance from less to more, and since each succeeding problem, by virtue of increasing difficulty, presents a greater challenge to the student's ability to think and write, it bestirs more and more interest as meeting of the class succeeds meeting.

The class generates its own steam, so to speak, or goes forward by its own momentum—such spontaneity I have found to be the special virtue of the problem or case method adroitly applied. It stimulates interest in the indifferent, it provokes thought in the dullards, it conduces to effective writing even by the little talented.

• *Dictation Device.* Quite often I assign to the entire class a problem to be tentatively outlined at home. The outlines are then brought to class, where they are discussed and improved till an approvable one, embodying the best of a number, is evolved and agreed upon by the class as a whole. The final outline is then used for the dictation of the letter in class.

If the outline is for a six-paragraph letter, six students are asked to be ready to dictate a paragraph each, and another six are asked to be ready to criticize and correct a paragraph each. The remaining members of the class copy the letter from the blackboard and make comments as occasion or inclination may prompt. By careful organization and conduct of such oral dictation a routine letter of average length can usually be dictated, discussed, and revised in an hour's time—provided the students have done their out-of-class work reasonably well.

• *Analysis of Real Letters.* At frequent intervals I request my students to bring actual business letters to class. A particularly stimulating and helpful exercise is the oral analysis of these business letters, to which one class period weekly is devoted. Students are urged to obtain letters that they think represent the highest standard of business writing. Individual students are required to analyze before the class, in a period of from five to fifteen minutes, the form and thought aspects of such a letter according to an outline with which the whole class is familiar. Following this detailed critique, a brief and often spirited discussion begins. Depending upon the length of the letters used and the thoroughness with which they are evaluated, from three to five such presentations are offered in a class hour. Each student reporting hands in a written résumé of his letter appraisal. If the letter is mediocre or poor, he hands in also a re-write of it, which he reads to the class for approval or disapproval.

Since the close of World War II, veterans have been attending the classes in business correspondence in larger and larger numbers, and since they are much more serious-minded and purposive than the less mature high school graduates, the letters brought to class for study have been particularly excellent, with the result that the classes have been getting a better insight into the policies and practices of a wide variety of representative businesses of many parts of the country.

Through the critical presentation

of business letters recently written, students are kept abreast of methods currently used to transact business by mail. And since each letter provides an entirely different situation, its analysis rarely fails to elicit lively comment, particularly if it shows a noticeable presence or absence of good writing. (Incidentally, the letters which the students bring for analysis are placed on file and later become a prolific source of good problem material.)

■ **Use of the Textbook**—Throughout the course I rely but little on the class text, even though various parts of its contents are frequently discussed in class. As a group, the texts on business correspondence suffer from too much similarity, from lack of individual treatment of subject matter. Practically none of them presents a novel or especially appealing approach. Any teacher using only the text—without supplementary actual letter material from the outside—is in all probability serving his students a limited and unbalanced fare.

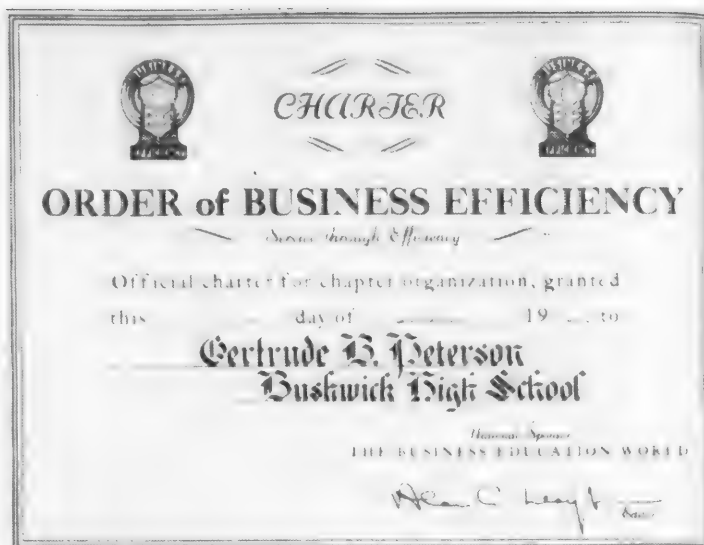
• *Writing Technicalities.* Since correctness of punctuation, spelling, grammar, and sentence construction has a dollar-and-cents value in all business writing, these English essentials are readily taught to most students of business correspondence, who seem to realize quite well that a reputable, well-established business house cannot afford to let its customers get an unfavorable impression from its letters, since such a negative effect would in many instances be carried over to its merchandise or service, or both.

As a result of this realization, many students of business correspondence show a surprising willingness to strive for greater mechanical and grammatical accuracy in their written work. They know that they will be able to put their improved command of English to good use.

■ **And, Finally**—I close with the thought that for best results a sense of humor on both teacher's and students' part is necessary in the classroom. Rarely does anything so clear the atmosphere in class as a good laugh. It may be on the instructor, but it must not, for obvious reasons, be on the students—especially, on a student. Humorous situations just naturally occur from time to time in almost every classroom, and humor can be provided by “quaint” letters brought to class for exhibition. Whatever its source, humor brings good fellowship between teacher and taught—if kept by teacher on the level of kindness.



BEW PROVIDES three Certificates of Achievement for students who succeed in solving the monthly class contest problem accurately and in preparing the solution in conformance with business practice and standards. Junior Certificate for first-timers is red; Senior Certificate for second-timers, blue; Superior Certificate for third-timers, gray.



YOUR BUSINESS CLUB can become a Chapter of the Order of Business Efficiency, obtain an O.B.E. charter from BEW, and use handsome O.B.E. pins and certificates for emblems and proof of membership. Such arrangement stimulates active, worth-while program through monthly club contests.

A Review of the BEW Bookkeeping Awards Program

MILTON BRIGGS
Senior High School
New Bedford, Massachusetts

The Bookkeeping Awards Program of BUSINESS EDUCATION WORLD started in 1937 and has steadily served more and more teachers and students. Over 50,000 awards were earned by proud bookkeeping students in the last school year.

■ **Background** — Long ago a survey of BEW readers brought forth the suggestion, "Please sponsor a bookkeeping awards program that will do for the bookkeeping learner what the Gregg Shorthand Awards Program does for the shorthand learner."

A follow-up study resulted in establishing the following criteria, guideposts of the program:

- **Text.** An awards program should be independent of any textbook.

- **Vocational.** All problems should be practical business ones.

- **Workmanship.** High standards for arithmetical accuracy, penmanship, use of ink, rulings, neatness, and so on, should be maintained.

- **Continuity.** Problems should be available throughout the school

year; and a special "shot in the arm" should be given in early spring, when school interest is at low ebb.¹

- **Gradation.** Problems should gradually become more difficult as the school year progresses; and a series of awards should be available, to sustain student interest.²

- **Competition.** The program should excite a competitive spirit among students—both within schools and between schools.³

- **Judgment.** The program should encourage students to evaluate their own work, but it should also include the services of an outside and impartial board of judges.

■ **How the Program Works** — Each month BEW publishes a new class contest problem. The teacher places the problem before his students—he may obtain reprints at a nominal cost from BEW,⁴ if he so desires.

Students who then solve the problem accurately and who write the

solution in conformance with business practice and standards are eligible to receive achievement awards.

- **Three Awards.** The first time a student qualifies, he is eligible for the *junior* award. When he qualifies on a second problem, he is eligible for the *senior* award. When he qualifies a third time, he is eligible for the *superior* award.

Available are two kinds of recognition awards (see cuts): two-color, wallet-sized Certificates of Achievement; and two-color, gold and French enamel pins. Students may obtain either or both kinds of awards when eligibility is established.⁵

About Mr. Briggs

Milton Briggs is a *cum laude* graduate of Boston University, a public accountant, and a teacher of many years' experience. He has taught for three years in a junior high school, fifteen years in a senior high school, and one year in a university. He is at present head of the business training department at New Bedford (Mass.) Senior High School. He welcomes correspondence with bookkeeping teachers.

¹ BEW provides a class contest monthly, September through May. In February comes the "shot in the arm": the Annual International Bookkeeping Contest, with special cups, banners, cash prizes, and honors.

² BEW's September problem is easiest; May, hardest. There are three levels of awards—junior, senior, and superior achievement.

³ The monthly class contest provides competition *within* each school. The Annual International provides competition *between* schools each February.

⁴ Reprint costs: \$1.60 brings 10 copies of every month's problem. Extra copy costs 15 cents for school year.



STUDENTS MAY obtain handsome gold and French enamel pins. Junior pin is green; Senior pin, red; Superior pin, blue. Pins are membership emblems for the Order of Business Efficiency, of BEW.

• *Controlled Pace.* Remembering that the problems gradually become more difficult, wise teachers encourage students to earn the *junior* awards in September, October, or November; the *senior* awards in November, December, or January; and the *superior*, in March, April, or May. In February, students participate in the International Contest and earn special awards.

• *Application Letter.* Having determined which students are eligible for awards, the teacher sends to BEW a letter (or uses an application form obtainable on request) giving the exact name of each student who has prepared a satisfactory solution of the problem. The teacher indicates whether the student is to receive a junior, senior, or superior award and whether it is to be a certificate, pin, or both. Fees for the awards accompany the letter.

Teachers should keep a carbon copy of each listing.

• *Free Club Prize.* If the list of eligible students contains fewer than fifteen names, no papers should be sent to BEW. If the list contains fifteen or more names, however, the one paper that is best should accompany the list of names; if that solution is found satisfactory upon examination, BEW will award its writer—*free*—the awards pin for which he is eligible. This is the “club prize.”

BEW cannot offer a club prize for groups smaller than fifteen but suggests that the students themselves

^a Awards costs: certificate, 10 cents; pin, 50 cents.

^b The term *club* is used here to indicate the papers of all the students in one school. They need not be from one class or one teacher.

November Bookkeeping Awards Problem

MILTON BRIGGS

Head, Department of Business Education
Senior High School, New Bedford, Mass.



VOCABULARY MASTERY—that’s the subject of this month’s club contest problem. The student who can, without any help or coaching, read the definitions given below and unscramble the mixed-up terms, and then write the terms with perfect spelling and business-quality penmanship, *deserves* recognition. This month’s contest problem will reveal whether bookkeeping students “know what they’re talking about.”

The general instructions for using this contest problem in your club or class and information about the awards that can be earned are given in the accompanying article that starts on the opposite page. This month’s problem will be the last of the school year to be fundamentally simple; so students who have not yet earned their Junior Award should do so this month. DEADLINE for mailing solutions: December 1.

DIRECTIONS FOR CONTESTANTS: In the following list there are 20 definitions of words and phrases commonly used in the language of business and bookkeeping. Opposite each definition there is a scrambled word that fits the definition. First, unscramble the mixed-up letters to obtain the word defined. Then, on plain white or on composition paper, list with pen and ink the correctly spelled words. Number the terms in order, from 1 through 20. Use your very best penmanship. There should be no erasures or corrections. Each student who hopes to win an Award of Bookkeeping Achievement by solving this problem should do his work without help from anyone. Ready? Here’s the problem:

Definition	Term
1. Costs of doing business.....	PENSESEX
2. Money paid for the use of money.....	SETERNIT
3. A written order directing a bank to pay money.....	CEHKC
4. Receipts	EMCOIN
5. Debts	SIELIBTIALI
6. A statement showing the financial condition of a business.....	CENALAB HETES
7. Gain	RIPFOT
8. A list of merchandise, with prices, sent to a customer.....	NICEOVI
9. A book in which the original record of a business transaction is recorded.....	RULJOAN
10. A deduction from a listed price.....	NOTUSCID
11. A book or file in which accounts are kept.....	DEGREL
12. Right-hand side.....	DIRECT
13. People to whom a business owes money.....	SORITDREC
14. Money placed in a bank.....	SETDIOP
15. Left-hand side.....	TEBID
16. A change in the order of digits in any number....	ANPOTROINSIST
17. Things owned.....	SESTAS
18. Capital	ROPERIPIROPSTH
19. Merchandise on hand.....	ROYTENVIN
20. Difference between totals.....	CLEABAN

Teacher’s Key to Scrambled Terms

1. Expenses	6. Balance sheet	11. Ledger	16. Transposition
2. Interest	7. Profit	12. Credit	17. Assets
3. Check	8. Invoice	13. Creditors	18. Proprietorship
4. Income	9. Journal	14. Deposit	19. Inventory
5. Liabilities	10. Discount	15. Debit	20. Balance

agree to purchase for each month's school winner his membership pin. Giving recognition to the student who prepares the best solution on each month's class contest problem is the essence of the school's competition.

■ **A Teaching Aid** — The BEW Bookkeeping Awards Program is essentially a service to teachers, for it provides them with a tool for motivation and for sustaining standards.

At the same time, the program is one of pupil activity. The following suggestions, reflections of what teachers have reported, enhance the value of the program.

- **Standards.** Most teachers encourage students to define high standards of accuracy and craftsmanship and to use those standards in evaluating solutions.

- **Judges.** To emphasize further the importance of accuracy and craftsmanship, teachers will find it helpful to establish a panel of students to act as judges of the solutions prepared by the class. Similarly, a panel of faculty members may act as final judges to select the one best paper.

- **Repetition.** Because the function of the program is to provide motivation and recognition for better work, the teacher may use his own discretion as to permitting students to rewrite their solutions or to type them.

- **Class Time.** Most teachers use the class contest problem as a welcome diversion for a period or two of classwork once a month. Some teachers have the project done as a special-credit activity. Many use the problem as the basis of the monthly meeting of the students' business club.

- **Presentation.** Nearly all schools "make the most" of presenting awards. Whenever possible, teachers see that awards are presented in school assemblies, where the presentation serves not only to honor the recipient but also to stimulate interest in bookkeeping and in business training in general. Virtually all schools see that honors are reported in school and community papers.

- **Finances.** Funds for fees are provided in many different ways—by student contributions, by profits from a vending machine, by money earned in community service, by the school district, by profits from a school paper, by club dues, and so on.

- **Mailing Money.** To safeguard money in transit, a great many schools purchase "BEW Stamps." They cost a dime each, may be used

instead of cash on any awards application.

■ **The Order of Business Efficiency** — Many schools, wishing to have a sound series of activities for the students' business club and wishing to have a membership emblem that would be inexpensive but would be internationally recognized, have established Chapters of BEW's Order of Business Efficiency.

The Chapters of O.B.E. are self-organized and self-directed. Their pattern in general is as follows:

- **Getting a Charter.** A group of students, proud of their awards achievement and wishing more time to work for new laurels, get permission to start a business club. When the club is authorized by the school, the sponsor writes to BEW for a Chapter charter.⁷

- **Club Programs.** Having obtained the charter, the students may thereafter consider their O.B.E. pins as membership pins. Since there are three levels—junior, senior, and superior—students are eager to solve new problems so that they may "advance in rank." Chapters commonly require at least a "senior" membership for club officers.

Club activities may be whatever the members and sponsor wish; but many sponsors, knowing how quickly club meetings can deteriorate into mere social affairs, use the BEW monthly bookkeeping problem as the essential core of the club program, thereby keeping the club activities on a high training level.

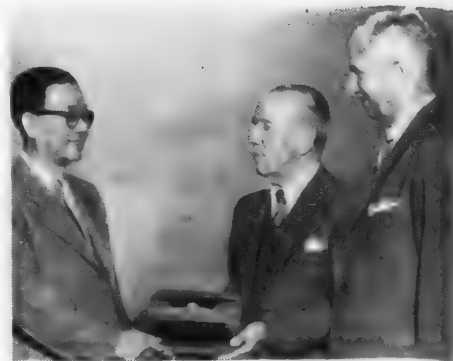
In clubs where vocational interest includes secretarial training, some meetings are devoted to achievement in BEW's transcription program and in *Today's Secretary's* program of shorthand and typewriting awards. But in any O.B.E. Chapter, the membership emblems must be earned through participation in the BEW bookkeeping contests.

■ **Summary** — The BEW Bookkeeping Awards Program is a service for teachers and is entirely within their control. It provides motivation and rewards achievement. It is independent of any text. It is "strictly business." It gives continuous and developmental competition.

⁷ The charter is free, but there is a \$1 fee for engraving it.

This Month's Center Spread

By using a sharp blade, readers can easily pry open the center staples and release the center-spread display for posting on the bulletin board. Be sure to bend the staples back to normal, to make the remaining secure.



JOHN M. CHANG, Ambassador to the United States from the Korean Republic, receives from Emil Trefzger (Underwood Vice President) and John M. Thompson, Jr. (Underwood Director of International Division) a new portable machine, the first practical—

Korean Typewriter

The Korean alphabet is composed of 24 consonants and vowels. A syllable consists of a "character" in which Korean vowels are written below or to the right of the consonants. A special symbol, the *pachim*, the end consonant of a syllable, is written under the vowel and whether lines are formed horizontally or vertically, both horizontal and vertical juxtaposition of letters is necessary.

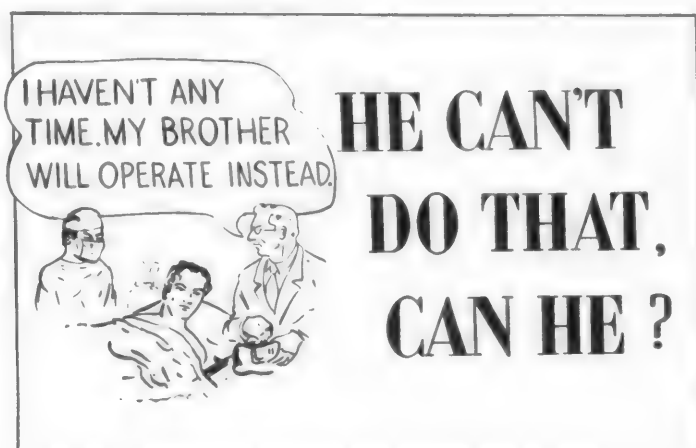
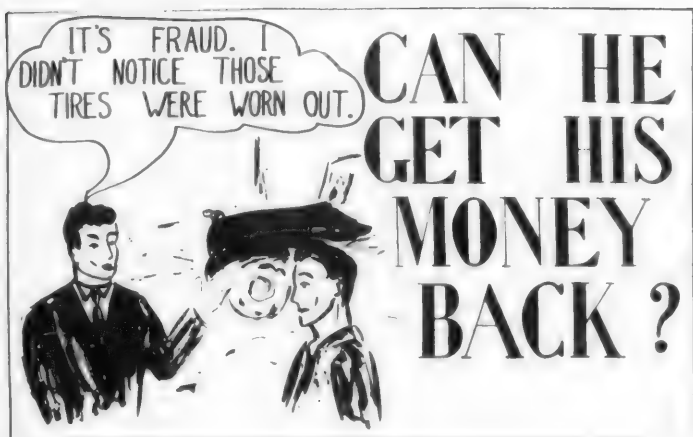
So Korean has been a nightmare problem to typewriter engineers.

- **Dr. Kong Byung Woo**, a Korean, experimented until he developed a Korean typewriter. It has a double printing-point area and keys like an American machine, but the keys write composite parts of the character without spacing until the *pachim* consonant is typed; then the carriage advances. The operator simply presses the keys in the order of their appearance in a syllable, thus "building" each character.

The machine has 42 keys, like an American machine. Despite its internal complexity, it operates more efficiently than does any other Korean typewriter ever developed.

- **Underwood Corporation** has undertaken production of the new machine (see cut) and is optimistic about the market, as Dr. Horace B. Underwood, of Chosun Christian University in Seoul, wrote, "because of the wide cultural effects I believe it will have. Its speed and convenience of writing makes the production of this machine a notable event in Korean history."

- **Said Ambassador Chang**, "The constant sympathy and support of the people of the United States is a wonderful blessing in these sorely troubled times."



Devices in the Teaching of Business Law: the Poster

IRVING ROSENBLUM
Franklin K. Lane High School
Brooklyn, New York

One of the most valuable, yet most neglected, tools of the trade in the teaching of business law is the poster or cartoon. Its value extends to numerous areas in the learning process. Besides this assistance to the teacher, posters also serve pupils and faculty advisers.

For the teacher, a poster may be used to express a legal problem in succinct, pictorial form. The poster also serves the teacher as a vivid motivating device, as deductive application of a rule, as a summary of principles studied, and as a technique for review. Concerning the use of posters in a review lesson, an article could be written on that topic alone.

For the pupil, posters offer opportunities for creative expression both in suggesting and in drawing cartoons. This challenge may be directed to classes, committees, or individuals. At Lane High School, one pupil's response to the challenge was the creation of three comic strips involving case problems in law. These comics may appear in a future issue of *BUSINESS EDUCATION*

WORLD. Cartoons are pasted into pupils' notebooks and labeled with the legal principle involved. The best notebooks may be displayed in the classroom, in the department office, and on Parents' Night.

For the school and the faculty, the poster serves as a pictorial medium for acquainting noncommercial students and teachers with the nature and value of the course in business law. In at least one school, curiosity has led to interest, interest to approval, and approval to recommendation of the course as a subject advisable for all high school students. Granting the value of posters in business law, specific questions arise as to the source and use of the cartoons.

Source of Cartoons—Although the primary source of suggestions must be the teacher of the subject, secondary sources will gradually be developed to supplement the teacher's activities. These supplementary helpers will be pupils, parents, and even fellow-teachers of other subjects. In assembling a collection of cartoons, the following media will prove helpful.

• Clippings of cartoons provide

the simplest source of material. Pupils and fellow-teachers will contribute their assistance once the objectives are clarified. Even alumni have aided the writer by mailing him clippings they knew would be useful.

In addition to the daily papers, magazines may be consulted by pupils who subscribe to certain periodicals. The *Saturday Evening Post*, *Colliers*, and others offer occasional cartoons of interest. The *American Magazine* publishes a series of odd statutes under the title, "It's the Law."

Professional magazines like *BUSINESS EDUCATION WORLD* print illustrations directly related to classroom instruction. *Case and Comment*, published by the Lawyers Cooperative Publishing Company (Rochester 3, New York), uses topics in law for all its cartoons. Of the cartoons in *Case and Comment*, teachers may find that only a few are suitable for use.

• Clippings of news items will suggest the subject matter for cartoons to be drawn by the pupils. Under the teacher's guidance, they can be led to recognize suitable news

reports and to determine how to express their thoughts in pictorial form. Not every news item will lend itself to such graphic representation, nor will the teacher want posters for every such topic.

The weekly and monthly reports of the Federal Trade Commission will suggest countless illustrations for posters on fraud or warranties. Two or three placards on this topic should be sufficient.

Newspaper advertisements of a sale, of an offer of a reward, of a help-wanted item may be mounted on cardboard to form the background for the question, "Which is an offer?"

A news story about a lawsuit outlawed under the Statute of Limitations might be reduced to a simple legal problem expressed in cartoon form. The only limitation to the creation of posters in law is the imaginative power of the teacher and his pupils. The raw material is available in a variety of sources, a few of which are suggested here.

• *Legal principles discussed in class* provide the most valuable source of cartoons to present, apply, impress, or re-enforce the desired rules of law. Illustrative examples are as numerous as the rules expounded. Instead of proving this point by concrete examples, it might be more effective to ask the reader to do so. That method would serve as a practical test of the effectiveness of this entire plan.

What illustration might be drawn to indicate that the bidder makes the offer at an auction? What picture would suggest the problem of a minor's obligation under a contract for the purchase of a necessary? Switching from the topics of agreement and competency to that of consideration, the basic question of appropriate drawings may be presented again. How would you illustrate the fact that a debt may be discharged by acceptance of a smaller sum plus any additional consideration? These are just a few random samples to suggest the diversity of opportunity in

this field. Pupils will develop their imagination by responding to similar problems suggested by the teacher and by fellow-pupils.

• *Opportunities for correlation* exist in other subject areas. For example, the Shakespearean quotation, "My kingdom for a horse," may be used to illustrate the principle that an offer made under great emotional strain may not be accepted to form a contract. A poster may be placed on the bulletin board of the foreign language department indicating the use of Latin in legal maxims. Such expressions as *caveat emptor* or *quid pro quo* might be utilized in case problems. A correlation with social studies exists in the use of such famous cases as *Marbury vs. Madison* or the Dartmouth College case. Consumer education, advertising, and salesmanship afford countless opportunities for integration through the exposition of the legal effect of misrepresentation.

■ *Use of Cartoons*—Although the cartoons are of chief value as elements of the lesson itself, there are incidental values and intangible benefits for the pupils as well.

• *Within the lesson*, posters serve for motivation of the major and minor principles to be presented. A pictorial problem is a concise way of introducing a new rule. These picture-puzzles eliminate the irrelevant and focus attention on the vital issue. The picture appeals to the eye, the question to the mind.

To vary the procedure, the teacher may use the posters for summary of rules developed or for deductive reasoning in applying principles to problems. Pupils may also reveal and enrich their understanding by composing other cases suggested by the posters.

A cartoon may also serve as a stimulating question to direct attention to the problem to be considered in the next lesson. Pupils will discuss the case among themselves in the corridors and at lunch. They will return the next day aware of the problem, eager for the solution.

• *On the bulletin board*, posters arouse the attention of other teachers and students. There is an inherent interest in the law that is readily evoked by the direct challenge of a poster-problem. Students and teachers of nonbusiness classes stop to read the questions and discuss the answers. They even watch for the decisions posted on the board. Impatient observers go directly to the law teachers to offer their opinions and ask for the answer.

• *For the pupils*, posters serve to stimulate imagination in the selection of appropriate problems and the planning and preparation of the posters. Interchange of opinions among students guides them in their work.

• *As a class or committee project*, various topics in the syllabus may be selected for investigation to seek appropriate cases for poster-problems. For example, one committee might select the topic of agreement while another chooses the subject of legality.

• *As assignments for talented pupils*, preparation of posters might occasionally be substituted for the customary written work. Such an assignment benefits the individual as well as the group.

• *As an aid to memory*, the posters supplement the verbal problem with an associated pictorial background to fix a vivid impression in the pupil's mind.

• *As review material*, reproductions of the posters may be flashed on a screen through the use of an opaque projector. Furthermore a sequence of posters may be developed for use in a filmstrip on a selected topic.

■ *How to Construct Cartoons*—Most of the work is done by those students in the law classes who are skilled in drawing and printing. Sometimes the varied talents of two pupils are combined, one doing the drawing and the other the printing.

• *In choosing pupils*, the teacher may find none in her own law class. It may become necessary to seek the



assistance of the art teacher. Students in the art classes may become interested in the project. If it is difficult to find students who can draw, the teacher may use colored illustrations clipped from magazine advertisements or stories.

- *By forming a special club* devoted to preparation of posters, the teacher may obtain the services of a small group of competent and interested students.

- *For supplies*, the teacher may turn to the commercial department or the art department for art paper, paint, brushes, and other materials.

- *In planning the posters*, it would be wise to establish certain basic procedures for uniformity. For example, posters may be cut to a standard size adapted to the display space available. The use of color will add to the attractiveness of the poster. The printing should be large enough to be read throughout the classroom.

A brief key question may be used, such as "Is there an agreement?" or "What is the consideration?" The drawings themselves may be subordinated to the printed matter. Dialogue used in the cartoon should be concise.

Answers for each poster may be printed uniformly in large type. These answers may be folded as flaps under each poster. In that way, the posters may present problems directed to the pupils for solution. The answers may then be shown a few days later.

■ **Evaluation**—The value of the posters thus used in law classes may be appraised through the effect on the tangible as well as on the intangible objectives of instruction. Among the intangibles are the social values and spirit that are developed through co-operative effort and shared experience in solving a problem of common interest. This is supplemented by the sense of satisfaction and achievement produced when pupils contribute directly to the poster collection.

- *Among the tangible benefits* are the use of a visual appeal to re-enforce the customary verbal presentation. This motivates and deepens the impression. It arouses the curiosity and interest of present and future pupils as well as that of fellow-teachers. It offers an opportunity for creative expression on the part of the pupils who participate in planning and constructing posters. It keeps the youngsters and the teachers alert to the possibility of contributing their original ideas in the learning process. Learning through doing or creating is active, not passive, learning.

New Business in Business Law

• I. David Satlow

SOCIAL SECURITY EXPANDS. Forty-five million workers, out of a total of 64 million workers, are now covered by our national Social Security system. The 10 million that have just been added include the following categories: self-employed, domestic servants, farm workers, certain state and Federal employees, employees of nonprofit organizations, and certain workers for publicly owned transit systems.

Self-employed workers must have net incomes of at least \$400 a year to become members of the system. The only self-employed people who are specifically excluded from membership are farmers, physicians, lawyers, dentists, osteopaths, professional engineers, veterinarians, architects, funeral directors, and full-time practicing accountants.

A domestic employee is defined as one who works for the same employer at least twenty-four days (either full- or part-time work) in one tax quarter and who earns at least \$50 in cash wages for that quarter. "Baby-sitters" are included in the category of domestic employee. Domestic employees in farmhouses do not fall under this category but may qualify as agricultural workers.

STATE AND FEDERAL employees who do not belong to civil service pension systems are eligible for membership in the Social Security insurance system. Employees of nonprofit organizations may belong to the Social Security system, if the employer consents and if a stipulated portion of the employees elect to avail themselves of the membership privilege. Ministers and members of religious orders continue to be excluded. Free-lance stenographers and typists are "self-employed."

Some 500,000 additional persons over 65 years of age who, under the old law, had not been covered for a sufficient period for retirement eligibility now qualify to receive minimum benefits. Under the new law, a person who was 65 or older on September 1 needs only 1½ years of employment since 1936 to be eligible for benefits.

PREMIUM. After December 31, 1950, premiums will be based on wage earnings up to \$3600 per annum; the rate of premium is based on a graduated scale, beginning with the current rate of 3 per cent and ultimately rising to 7 per cent. The premium is borne by both employer and employee on a 50-50 basis. The detailed schedule: 1950-53, 3 per cent; 1954-59, 4 per cent; 1960-64, 5 per cent; 1965-69, 6 per cent; and 1970 on, 6.5 per cent.

The above rates do not apply to self-employed members of the system. Their rates are: 1950-53, 2.25 per cent; 1954-59, 3.00 per cent; 1960-64, 3.75 per cent; 1965-69, 4.50 per cent; and 1970 on, 4.875 per cent.

Military Service Credit. In the computation of annuities, veterans of World War II are granted wage credits of \$160 a month for their period of military service. Such wage credits, however, are not applicable if the period of military service is being credited toward any other Federal retirement benefits.

BENEFITS. Three million present recipients received larger checks on October 1. The retired persons and survivors of insured persons received on the average an increase of 77½ per cent over the monthly check received on September 1. Minimum benefits for individuals were raised from \$10 to \$20; maximum benefits for individuals were raised from \$46 to \$68.50. The average benefit for those in the retirement system at the time of the passage of the new Act rose from \$26 to \$46 per month.

Under the new law, the amount that a beneficiary may earn in covered employment without loss of benefits was increased from \$14.99 a month to \$50 a month. If the beneficiary has passed his seventy-fifth birthday, he may collect his benefits regardless of the amount he earns as employee.

The liberalized regulations make possible the payment of benefits to survivors of married women. A dependent husband or widower of an insured woman may be paid benefits. The wife of a retired man drawing benefits may also draw benefits if she has a child in her care. The benefit of a dependent parent has been raised from 50 per cent of the "primary" benefit to 75 per cent.

Disability. The present law eliminates the provisions governing permanent or total disability insurance that appeared in the earlier Act.

Statute of Limitations. The two-year maximum period for reporting the death of an insured worker is retained in the new law. Beneficiaries who fail to report such death within two years from the date of its occurrence are deprived of their benefits under the Act.

Bebop Shorthand

The editors suspect that you will read this article, say to yourself, "I wish I had learned shorthand in HER class," and then give the author's idea a whirl—or at least a chorus—in your own shorthand class. The idea is not intended as one to use everyday, of course; but it is guaranteed as a device to make your shorthand class, when you do try it, the liveliest in the students' day. If you've any doubts about the suggestion, try it in the next meeting of your shorthand students' club. That will convince you—and have your students reaching for paper and pencil every time the radios in their homes are turned on. Although the author is now on the staff of Michigan State College, the experience she recounts in this contribution took place in the high school she just left, in Griggsville, Illinois.

"With a Song in Your—" Shorthand Class

HELEN HINKSON GREEN
Michigan State College
East Lansing, Michigan

An occasional song or two at the beginning of shorthand class, and a full period session about once or twice a term, with the victrola giving forth with the latest by Vaughn Monroe or Perry Como, can do surprising things for your shorthand students.

Now don't give with such cynical guffaws and wisecracks until you hear the rest of this. I mean surprisingly good things! And if you don't believe me, just give it a try.

■ **Values to Be Gained**—Such musical "devices" can do wonders in stimulating your students into seeing, thinking, and writing a lot of "mental" shorthand outside of class, and into actually putting much of it down in black and white.

The more students live shorthand, the more they learn—as everybody knows.

• **Classroom Achievements.** In addition to stimulating this extra-curricular shorthand, such "Moments Musicales" afford excellent opportunity for achieving values right in class—(1) excellent automatic review, (2) speed building, (3) new vocabulary, (4) added self-confidence and joy in accomplishment, and (5) increased interest and genuine fun in writing shorthand.

• **Master Motivation.** Make no mistake about the importance of the last named value. A class that considers shorthand fun will learn.

We never have figured out whether shorthand is fun because we are interested in it, or whether we are interested in it because it is fun. Whichever it is, our jive sessions are part of that fun and interest.

■ **Topsy-like, it jes' growed**—No one remembers how we got started

doing it. Probably it was because I'm often humming. Some popular song will keep running through my head for days. You've had a tune haunt you that way. About the only way you can get rid of it is to sing it out of your system.

• **Gray Matter Gyrations.** Mentally, I write the shorthand for what I hum or sing. (A song with a Gilbert-and-Sullivan wordiness will have a fascinating array of outlines!) It is exceedingly irritating to find "holes" in my mental shorthand because I don't know all the words to some hit tune that is hexing me. It is even more exasperating when I can't think of an outline quicklike for such phonetic gibberish as—

"Sallamadula, Mitchalapoola,
Bippity, Boppity, Boo,
It'll do magic, believe it or not,
Bippity, Boppity, Boo."

I get so fouled up on "Sallamadula" that I always miss out on the next three lines.¹

• **Quick, Henry, the Pencil.** Then, the next time I hear that particular song on the radio (invariably it will be when I'm involved in something like Seven Minute Icing), I drop

¹For Mrs. Green and the readers, BEW gives the shorthand:

The image shows a handwritten shorthand outline for the phrase "The Bippity Boppity Boo". The word "The" is written in a simple, cursive-like shorthand. "Bippity" and "Boppity" are written with more complex, stylized outlines, and "Boo" is written in a simpler, more direct outline. The entire phrase is written in a single line of shorthand.

everything, grab a pencil, and get the missing outlines down on a piece of paper. Then I can warble smugly with all the shorthand dancing accompaniment through my head.

You'd be surprised how much shorthand you learn that way; not all of the bippity-bop variety, either.

■ **Sauce for the Goose**—What's good for me ought to be equally good for my shorthanders, I reason. That's why occasionally when a song with a particularly good group of outlines is running through my head, I'll walk into the advanced shorthand class singing something like this, "Climb aboard a butterfly—'cause I know all the words at last."

Marcelline grins at me and says, "They're cute, too, I think."

"And grand shorthand," I say. "Everybody up at the board, quick. Let's sing and write about five minutes' worth."

Everybody makes a dash for the board and our chalk starts to fly. We're all writing and singing together, having fun and an excellent automatic review at the same time.

• **Theory Test.** Notice the italicized words in the following chorus. They are all brief forms in Gregg Shorthand Simplified.

There are about thirty, not counting derivatives or repetitions.

"Climb aboard a butterfly and take off on the breeze,
Let your worries flutter by, and do the things you please
In the land where dollar bills are falling off of trees
On a Dreamer's Holiday.

Every day for breakfast, there's a dish of scrambled stars,
And for luncheon, you'll be munchin' rainbow candy bars.
You'll be living alamo on Jupiter and Mars
On a Dreamer's Holiday.

Make it a long vacation,
Time there is plenty of.
You need no reservation, just bring along the one you love.
Oh, help yourself to happiness
And sprinkle it with mirth,
Close your eyes and concentrate
And dream for all you're worth.
You will feel terrific when you get back down to earth
From a Dreamer's Holiday."

• **"Handle" Your Hit Parade.** About five minutes or so is time enough to do several songs. The trick, of course, is to steer the students' choices into those which offer varied and rich vocabulary, or which are clipped off at a fast tempo and make for speed building. It isn't much of a trick at that, for you'll find that your students will vie in choosing songs that give the class the best workout.

• **"Above board" Is ON It.** I like

all of us to use the board for these five minutes' worth of singing and writing for several reasons. First, it makes for quick, easy checking of everybody's outlines.

Second, it is a good way to get everybody to *think*, rather than to skip the harder outlines. If a student knows the words to a song, she could read it right back from her notebook even though she had nothing written down.

Third, there is something about all of us being up at the board writing and singing together that makes for a certain camaraderie that is one of the intangible values of this sort of group exercise.

■ **Beginners' Bebop, Too**—A beginning class can gain the same values from a five-minute, sing-and-write session if the songs are easy.

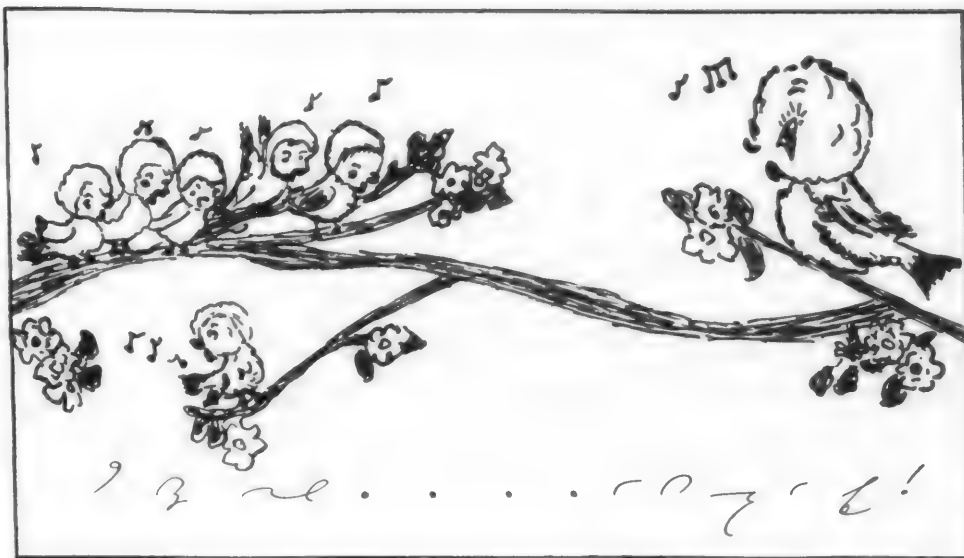
For beginners, pick songs that have either easy vocabulary and an oft-repeated refrain, or a slow tempo, or both. With such a selection, students can experience the thrill of achievement that comes with being able to "get" all of it. Otherwise, you are defeating one of the purposes of this motivating device; namely, to get them to "Go thou and do likewise" at home, while listening to their radios or recorders.

A beginning class need be previewed on only two or three words to take "Don't Cry, Joe," perfectly. (Don't think they won't go for it. Didn't it head the Hit Parade for how-many weeks in a row?) Sing it very slowly the first time or two and then pick up speed. From success at getting an easy song or two down verbatim in class, it is a natural carry-over for students to try getting other songs down at home.

From their success with the songs, it is again a natural step (with a little suggestion and encouragement from you) for them to try to get at least a part of a fast commercial or of a news commentator's remarks.

■ **Records for Pièce de Resistance**—Once or twice a term, we venture a whole period in taking dictation from dance records. We do these sitting down for several reasons, two of which are these: (1) the feet are apt to get ahead of the chalk, if you know what I mean; and (2) we are frequently pushing for speed on these longer sessions, and "big arm" muscles are much slower than small muscles and tire out much more quickly, too.

We have no trouble rounding up a phonograph for these sessions, for our department owns one, bought out of yearbook profits. Since the yearbook is our department's project, we are free to use the profit for



SONGS CONTRIBUTE much to shorthand—for fun, for making students write shorthand outside of class, for speed building, for vocabulary building, for frequent-word review, for building self-confidence—but mostly to make shorthand glorious fun!

equipment we might not get otherwise.

■ **Now Is the Hour**—One day, Audrey, one of the advanced students, comes into class and says, "I got down every bit of 'The Gods Were Angry With Me,' last night. I've had that record for a week, but I never could remember all the words until I took it down in shorthand. Either he was singing only at about a 100 w.a.m., or I am getting better than I was. It was so easy!"

"Well, I've got one that certainly isn't easy," says Virginia. "I think it must be at about 200. I've been having to get it line at a time for days. Anybody else tried to take 'Wild Goose Cry'?"

• **Instant Action.** "Bring those two records tomorrow," I say. "And anybody else who has a good one or a special favorite come armed with it. Try to pick a not-too-easy one. Make it a real struggle."

(Now for all of you who are thinking, "Humph! I plan my week's work in advance. Doesn't that upset her schedule?" may I say, "So do I," and, "Yes, it does." But I also know that much of the value to be gained from this sort of thing lies in its spontaneity.)

• **Jam Jambouree.** Next day the girls show up with "Wild Goose Cry," "The Gods Were Angry With Me," "Chattanooga Shoe Shine Boy," "The Old Master Painter," "Rag Mop," "Dear Hearts and Gentle People," "Black Lace," and some others that we don't get around to because we keep shoving back the too slow or easy ones.²

²BEW is tardy in publishing this manuscript. By now Mrs. Green and her students are doubtless singing and writing "Hoop Dee Doo" (rapid) and "Mona Lisa" (slow).

Out of those just listed, "Black Lace" and "The Gods Were Angry With Me" are both slower, but they have good vocabulary. Anyway, we need a couple of slower ones after some of the others!

• **Routine in New Guise.** We have 45 minutes of flying pens and fun. Fortunately, Virginia knows all the words to "Wild Goose," for we have difficulty understanding the words, let alone keeping up with them. She dictates the whole thing to us a couple of times at a reasonable rate, and we practice some of the difficult, or new words in it. Then we put the record on again and "tear."

Virginia's estimate of 200 w.a.m. is conservative. We really race, teacher along with the rest of the class. And they love it! So do I. It is splendid practice, and a most excellent "pusher" for getting out of speed ruts.

• **Tempus "Fidgits."** The bell rings before we're half ready for it. Looks of genuine annoyance flit across the dancing eyes and intensely alert faces as the bell sounds.

"Gee, that was fun!" somebody says. "That's the fastest I ever wrote," another one adds. "I'm not sure I could 'make a letter' out of it, but I was really traveling!"

■ **Try It on Your Own Class**—You'll be surprised at the delighted looks on the faces of your own students the first time you try a period of this.

You'll be surprised, too, at the increased speed and vocabulary you can build, and at the amazing stimulus it is for outside-of-class shorthand. Maybe it's not so amazing at that: Shorthand can be *such* fun!

Old Friend, New Form

We suggest that you tear out this page and save it for the time when you take up the "Buying an Education" unit in your elementary-business or consumer-education course. On this page is provided a complete—

Outline for a Q-SAGO Pupil-Activities Unit on "Buying an Education"

From Materials Provided by
JESSIE GRAHAM

Supervisor, Business Education
Los Angeles City Board of Education

■ Reasons for Including Unit—

- *There is a growing need for more education and for specialized education to enable the young person to make successful adjustments to the economic world.*

- *The unit provides a tie-in of guidance and consumer education, offers an opportunity, too rarely taken, to stress education as a consumer activity.*

■ Purposes of the Unit—

- *To put across to the students the idea that one buys an education. As consumers they want to get what they pay for in other products; there is equal reason for their doing so where education is concerned.*

- *To make students interested in investigating educational institutions for (1) general reputation (some discussion of "racket" schools), (2) offerings, and (3) value of offerings to them personally.*

- *To make students aware of free and inexpensive educational opportunities available to them.*

- *To impress upon students the responsibility of each individual to become as competent as possible in order to function effectively in the community and in the world in which he lives.*

- *To achieve the goals indicated below by the activities suggested.*

■ Leading Questions and Pupil Activities to Achieve Special Goals—

- *Goal I: Understanding Service Nature of Business.*

QUESTIONS: What are some of the services performed by educators in getting pupils ready for their chosen work? What subjects should be studied by a boy who plans to design television sets? What studies will help a girl to be a successful designer of girls' sport clothes? In what ways do special courses in these subjects contribute more than does a person's working alone on these designs?

ACTIVITIES: Poster showing college colors, pennants, campus scenes. Committee reports on occupations related to boys' and girls' special hobbies. List of courses and schools in which preparation may be made. Oral reports of interviews with homemakers and persons in certain occupations, with wives and mothers who are also career women. Talks by graduates who are attending colleges or trade schools.

- *Goal II: Recognizing Place of Business in Community.*

QUESTIONS: If you could find a community in which there had never been any schools, do you believe the homes, the businesses, and the general living conditions would be better or worse than in a town with schools and colleges? What educational facilities exist in addition to schools?

ACTIVITIES: Blackboard list of schools, public and private, in local community. Map of state or city with trade schools, business schools, colleges, and universities located with colored strips of paper. Blackboard list of community library, museum, etc.

- *Goal III: Understanding Consumer-Producer Interdependence.*

QUESTIONS: Who benefits from high schools, trade schools, business schools, evening schools, colleges and universities? How do schools, and do all schools, make a profit? How much do our local schools charge? How much does a year in high school cost the taxpayer?

ACTIVITIES: Collection of college and trade-school catalogues. Talks by alumni. Visits to nearby schools. Table of comparative costs.

- *Goal IV: Understanding the Consumer's Position.*

QUESTIONS: What is your investment in preparing for an occupation—in time? in effort? in money? If you are planning to be the "con-

sumer" of a college education, what should you know about the necessary expenses? What are some ways of finding out whether a course being "sold" to you through an advertisement or a salesman is worth the price? What is a "diploma mill"?

ACTIVITIES: List of different ways of earning money while in college. Skit on a typical college day. Report on sources of information on reliable schools. Long-term plan, including a budget, that includes saving for a higher education.

- *Goal V: Sharing Explorations in Vocations.*

QUESTIONS: What are some occupations requiring high school graduation? Trade-school courses? Business-school courses? College or university graduation?

ACTIVITIES: Charts showing vocational opportunities for pupils taking certain curriculums.

- *Goal VI: Improving Our Personal Skills.*

QUESTIONS: How important are these skills to the college student? The three R's? Speed in reading? Efficient study habits? Earning money at part-time work? Ability to type-write?

ACTIVITIES: Writing letters to selected schools and colleges asking for certain definite information. Report on college-entrance requirements for a chosen college.

- *Goal VII: Improving Our Personal Characteristics.*

QUESTIONS: What personal traits are needed for success in extra-curricular activities in college? Do you have them? What is the importance of neatness? Ability to meet people easily? Persistence? Ability to study in the midst of distractions?

ACTIVITIES: Display of notebooks—"My Plans for Future Education." Tour to community educational activity such as planetarium, museum, evening school, or library. Club meeting for further study of education.

■ Introductory Approach—

- *Vocational approach will probably appeal most to students.*

- *A study of the standard of living they desire may be effective in pointing up what will be necessary to maintain it. (Care should be taken to avoid undue stress on materialistic side.)*

■ Possible Immediate Measures of Achievement—

- *A comparison of statements of vocational and educational plans written at beginning and end of unit.*

- *Test covering available opportunities, educational requirements for jobs, college entrance requirements in the field they desire, etc.*



When the Student Store at Bayonne (New Jersey) High School faced the post-Christmas sales slump, Co-ordinator Weitz and his students planned and conducted a six-week campaign to keep sales high—thereby supporting an important school activity and learning merchandising.

School Store Sales Campaign Beat the Seasonal Slump

ALVIN WEITZ

D.E. Teacher-Co-ordinator

Bayonne, New Jersey, High School

Our school store stocks all the school supplies, novelty items, and stationery that the students need. It's a handsome store, new last September, run by D.E. students.

We had a Christmas boom as has every other retail outlet—and, similarly, we ran into a post-Christmas sales slump. It was a real merchandising problem.

■ **Bargains and Prizes** — Our class planning sessions ran like this:

Everybody likes to get something for nothing. Our students *would* buy our merchandise if it were reduced in price. We could incorporate these two ideas—something for nothing and a bargain—in a contest. The contest would be based on tickets issued with purchases, and the bargains would be in price reductions on individually featured items. Two impulses, then, to buy *now* and from us.

• **The Contest.** So, we planned the sale-contest-bargain spree. The name of our athletic team is, "Bayonne Bees." After some discussion, we decided to name the contest, "Bee a Winner Contest."

After more debate and discussion, we selected the number of prizes to be offered and the size of each—first prize, \$10; second, \$5; third, \$3; fourth, \$2; and fifth, \$1—all, to prove we were business-minded, in merchandise and not in cash.

Then we set up the rules: Each student making a 10-cent purchase would receive a stub; ten stubs would be exchangeable for a coupon,

which was a chance to win the prizes.

We tied our campaign in with other school interests of the moment: Any student belonging to the school G.O. would receive two coupons instead of one for each ten stubs.

• **Weekly Specials.** Having outlined the contest, we turned class attention to the bargains.

Each week, we decided, we would offer a special; and we planned the economics and appeal of the special very carefully. Our first week's special, the students thought, ought to be something *especially* special; so they decided that loose-leaf notebook paper, always a need of students, would be a drawing card. We would sell our 5-cent packages of paper at the two-for-8-cents rate and the 10-cent packages for 8 cents.

The second week's special had to be good enough to keep the students coming to the store. Our sweat shirts, with the school's insignia, had proved a good item, and ordinarily we wouldn't cut the price; but students thought the markdown would be warranted if it "drew." So, we marked the price from \$1.65 to \$1.49—and offered two extra stubs.

The third week's special was on T jerseys; we figured a bargain on purchases of two of them. For the fourth week, our special was on slow-moving pen-and-pencil sets; these we reduced from \$3.75 to \$3.49. We decided it would be an accomplishment to sell any of them. For the fifth week we had a special on two very good items—pennants and girls' "beanies."

■ **Operating Organization** — With

plans made, we had to set up the machinery to put the plans into operation. We named committees. All committees functioned under the leadership of the class president, and each committee was headed by a chairman who was a member of the planning "board."

• **The school store committee** had to run the store itself, manage the distribution of the stubs and the exchange of stubs for coupons, and—more important—see that all merchandise was available in sufficient quantity to meet the demands.

• **The display committee** had the responsibility of changing our two corridor display cases each week to point up the specials. This same committee planned the setup of a mimeographed announcement that was to be distributed to all classes.

• **The throw-away committee** drew up and mimeographed little handbills announcing each week's special. The throw-aways were distributed in the school cafeterias during the lunch period and in school corridors during changes of classes.

• **The announcement committee** prepared special announcements, ranging from verses and singing commercials to straight announcements, which were permitted twice a week over the school's public-address system.

■ **The Results**—Things worked out better than we had any right to expect. Our sales during the contest increased an average of 40 per cent; ask any retailer whether that's good! We interested the students of the school in the activities and services of the school store. We interested a lot of students in D.E.

A Project in Office-Style Dictation

MARGARET FORCHT ROWE

Howe High School
Indianapolis, Indiana

BEFORE YOU START: Supply students with three interoffice letterheads, three sheets of plain paper for carbon copies, four sheets of white paper, and one sheet of carbon paper. Read these instructions to the students:

You are secretary to Charles Goddard, office manager, Bell Manufacturing Company. Betty Neal, a stenographer in the stenographic pool, has submitted through the Suggestion Box a statement concerning a technique to cut down on typewriter-repair costs. Her suggestion has been selected by the committee as the winner for the month. Miss Mary Frazier is supervisor of the stenographic pool. The Company house organ is entitled *Bell Ringers*.

NOTE YOUR CORRECT KEY: The project dictation material is presented in both light and bold type. When you dictate, be sure to dictate every word; but, when you correct the papers, read only the material given in bold type—the light type indicates repetitions and instructions that the students should not transcribe.

ASSIGNMENT A—JUNIOR PROJECT.* Take this memo to Miss Neal. Your contribution to the Suggestion Box has been selected as this month's winner. Attached to this memorandum is a \$10 award check. Paragraph. This company wishes to express to you its appreciation for your commendable suggestion. It is always a policy of this company to create—No—cut that out. It is the interest of such office employees as you and the workers in the plant that has helped cut operating costs and has enabled us to improve working conditions. Paragraph. We want you to know that—oh, cut that out—say Again the company wishes to thank you for your thoughtful suggestion. This memo is for the Publicity Office. The winner of this month's Suggestion Box award is Miss Betty Neal of the stenographic pool. Paragraph. Will you please make provision for including her picture along with a caption—Let's start that paragraph over. Will you please allow space in the *Bell Ringers* for her picture along with a short write-up. Please contact Miss Mary Frazier, supervisor of the stenographic pool, for an agreeable time for the picture-taking and for the interview.

ASSIGNMENT B—SENIOR PROJECT.* Since you, my secretary, and I talked over this material of Miss Neal's, I've done a little revising. Let me redictate it to you. The heading, in all caps, should be **PROPER ERASING TECHNIQUE**. Did you ever have one of your typewriter keys stick? No—change that. Do your typewriter keys sometimes stick? The cause may be eraser crumbs. It costs money—dash in machine repairs—dash when erasing is done thoughtlessly. Paragraph. When the error is on the left half of your typing, depress the left carriage release with the left hand; at the same time depress the margin release with the right hand; then move the carriage as far to the left as it will go. Note that the—No—make it say Eraser crumbs will now underscore fall on the desk top. When the error is on the right half of your typing, depress the right carriage release with the right hand; at the same time depress the margin release with the left hand; then move the carriage to the extreme right. Eraser crumbs will now underscore fall on the desk top.

ASSIGNMENT C—SUPERIOR PROJECT.* Take this memo to Miss Mary Frazier. Miss Betty Neal, who works under your supervision, is this month's Suggestion Box winner. Paragraph. Attached is a revision of Miss Neal's suggestion. Also attached is a statement concerning the Underwood. All this material should be included in our training manual. That's all for the memo. Now write this up for the enclosure. Employees using the Underwood will find the following helpful: Colon. Paragraph. When the error is on the right half of the paper, find the thumb piece on the right side of the carriage frame; depress the lever at the thumb piece with the right forefinger; move the carriage as far to the right as it will go. Paragraph. There is no method of easily moving the carriage to the left beyond the margin stop. When the error is on the left half of the paper, the **MARGIN STOP MUST BE RELEASED** type "margin stop must be released" in all capital letters and moved to the extreme left before the carriage can be moved to the extreme left. That is all—oh, no—I forgot something in the second paragraph. Please add this sentence to the end of the second paragraph. Eraser crumbs will not now fall into the type basket.

* See last month's project for information about awards.

Why Students Drop Shorthand

A Research Review by
DR. RUTH ANDERSON
Texas Christian University

The problem of E. Margaret Breuch¹ in analyzing first-year shorthand drop-outs was fourfold. It was essential for her to assess the relationship, if any, between the number of drop-outs and the teaching method and between drop-outs and I.Q. scores, average high school grades, and sex. It was necessary to analyze the reasons for drop-outs, obtaining the basic information from students involved and from their teachers. Finally, it was necessary to determine the original objectives of the drop-outs in taking shorthand.

■ Procedure of the Researcher— Each of the 143 students dropping first-year shorthand in the five Denver high schools was asked to fill out a questionnaire telling why he dropped shorthand and why he had enrolled in the course. The teacher filled in the student's I.Q. score, average high school grade, and teaching method used.

A questionnaire was also sent to the shorthand teachers in the 229 public high schools in Colorado outside of Denver. The teacher was asked to fill in teaching method used, number of drop-outs for the first semester, sex, average high school grade, I.Q., and reasons for the drop-outs.

A comparison of the statistics proves that the drop-out in beginning shorthand is a much more serious problem in large schools than in small schools.

■ Findings of the Researcher—

- Sixty-two teachers were using the Manual Method of teaching shorthand; 34, the Functional Method; and 5, a combination of these two methods. In the Denver study, 5.6 per cent fewer drop-outs were reported in the Functional Method classes than in the Manual Method classes. In the Colorado study the Manual Method classes had a 1.1 per cent lower drop-out ratio than the Functional Method classes.

- In the Denver study, the students in the Functional Method

¹E. Margaret Breuch, *An Analysis of the Drop-Outs in First-Year Shorthand Classes*, unpublished thesis, Colorado State College of Education, 1948.

classes dropped shorthand earlier in the semester than did the students in the Manual Method classes. However, in the Colorado study, the Manual Method students dropped shorthand earlier than did the Functional Method students. *The largest percentage of drop-outs was reported in those classes using a combination of the Functional and Manual Methods.* Regardless of teaching method, the greatest percentage of students dropped shorthand at the end of the first semester.

- I.Q. scores were obtained for only 180 of the 375 drop-outs. The median I.Q. score for these drop-outs was 96-100. The average high school grade for these students was "C", indicating that *there was little correlation between grades and drop-outs in beginning shorthand.*

- The reasons that the drop-outs had originally enrolled in shorthand ranked in the following order: first, deferred vocational aim; second, personal use; third, parental influence; fourth, mystery of the subject; and fifth, vocational objective.

- In the Denver study, the miscellaneous reason — "needed at home, marriage, transferring to another school, moving, and ill health"—ranked highest as the cause for dropping shorthand. In the Colorado study, the highest ranking reason was failure. In both studies, "too difficult" ranked second and "no need for shorthand" third. Other reasons given were "too much homework," dislike of shorthand and dropping to go to work.

■ **Comments of this Reviewer**—The large number of drop-outs in beginning shorthand has long given business teachers much concern.

Miss Breuch chose to attack the problem through a study of the drop-outs to determine whether there is a "best" method of teaching Gregg shorthand for the pupil's own welfare."

This raises the age-old questions: Is there one "best" teaching method? Is the teaching method or the type of student or the teacher himself largely responsible for drop-outs? Or are all of these factors equally important?

While the investigator was unable to determine the "best" method of teaching shorthand, she has made a worth-while contribution to the study of drop-outs through her careful analysis of their background, reasons for enrolling in shorthand, and reasons for dropping the subject. *In this study it would seem that these elements are far more important than the teaching method employed.*

Your Professional Reading

E. C. MCGILL
State Teachers College
Emporia, Kansas

CONSUMER EDUCATION. Finding specific, valuable material for courses in consumer education and for units with a consumer emphasis in a general business course has long been an evasive problem to business teachers. Everyone nods about the importance of consumer training, but the tools of the course haven't been easy to locate. But now they are: Household Finance Corporation (919 North Michigan Avenue, Chicago) has produced a fine series of pamphlets dealing with many of the specific topics we teachers use in our classes.

A sample of the thirty titles now available: "Money Management," "Your Shopping Dollar," "The Shelter Dollar," "The Food Dollar," "Use and Care of Furs," "Soaps and Other Detergents." Your library may obtain a single copy of each booklet without charge; additional copies cost but five cents each. You'll want a complete set for the library and a copy of some of the booklets for every student in your class. **Procedure:** Write to Household Finance and ask for a free copy of their order list.

• • •

SMALL BUSINESS. J. K. Lasser, whose famous income-tax guide has saved many an American citizen many an American dollar, has just published a new text, *How to Run a Small Business* (New York: McGraw-Hill, \$3.95), which is just as clear and concrete as his tax guides. The author covers management principles in general and then applies them to a store, a wholesale business, a factory, and an office.

• • •

RATINGS. Probably no tool of personnel management has been the subject of more controversy than has merit rating. A new manual on the subject, *Rating Employee and Supervisory Performance*, has just been issued by the American Management Association (330 West 42nd Street, New York, \$3.75). It reflects the diversity of opinion in the field but gives a well-rounded picture and a great deal of encouragement for using scientific methods of rating. The guide is designed to increase the effectiveness of present systems, and it can be used as a blueprint for setting up a merit-rating system.

• • •

PERSONAL PRIMER. A simple, down-to-earth treatise on *Tested Training Techniques*, by Kenneth B. Haas and Claude H. Ewing, will capture the interest of anyone interested in personnel training. The catching illustrations by Robert L. Deschamps are so appropriate that they make a book themselves. The authors have departed from the beaten path of academic approval and prestige and have dared to write an educational publication in simple vocabulary—so simple that any reader can understand and digest its clear cut objectives.

Attention is given to the learner, the instructor, productive training methods, individualized training, handling group meetings, and basic training techniques. Get your copy from Prentice-Hall: \$1.50.

• • •

ADVERTISING AND SELLING. *Sales Engineering*, by Bernard Lester, is in its second edition published by John Wiley and Sons, New York (\$5.00). It covers five major areas of the field of sales engineering, buying and selling, the sales engineer in action, selling to those who buy for resale, and the training and development of the sales engineer.

The Techniques of Retail Merchandising, by Wingate and Schaller, discusses profits, pricing, inventories, planning and control. This is a new (third) edition. Prentice-Hall: \$5.00.

An Outline of Advertising, by George B. Hotchkiss, is in its third edition, published by The Macmillan Company: \$5.00. Its major parts include philosophy, science, art, and the strategy of advertising.

Successful Retail Salesmanship, by Robinson and Robinson, is in its second edition by Prentice-Hall: \$4.00. Its fifteen chapters cover the basic principles and practices which are essential in successful retail selling.

Sales Management, by Maynard and Nolen, has been revised and published by Ronald Press: \$5.00. It is divided into five major parts: introduction, organizing for sales, planning and controlling sales, operating a sales force, and the formation of sales policies.

Visual Aids Programming

In a previous article, Doctor Haas pointed out that any good visual aids program has two parts to it—"nonprojected" and "projected"—and he said that a teacher embarking on a program should learn first to use the nonprojected aids. These include the blackboard, bulletin board, posters, charts, maps, displays, and so on. Only when he has become expert with such nonprojected aids should he undertake step two, which is described in this article:

How to Get Started Properly with Projected Audio-Visual Aids

KENNETH B. HAAS

Chairman, Department of Marketing
Loyola University, Chicago

The teacher who is starting an audio-visual program should not break into an audio-visual rash but should start carefully. He should learn how to set up a program of visual aids and should learn how to use nonprojected visual aids. He should start by using the kind of aids he can make himself or have made in his school—charts, graphs, maps, diagrams, cartoons, manuals, books, cutaways, mock-ups, exhibits, specimens, objects.

It is only when a teacher has learned how to make and use such nonprojected visual aids—and use them well, in accordance with a balanced and purposeful program—that the teacher is ready to step into the more advanced technical field of discriminating use of projected visual aids.

At that time, he will run into some problems. The purpose of these comments is to untangle some of them.

■ **Financing Projection Equipment**—In most schools, the tools of projected audio-visual aids start with special financing—a donation, a special fund-raising project, a loan, almost as though a program of audio-visual aids has to be forced onto the school.

• **Regular budgeting of the costs of audio-visuals should be a MUST.** Audio-visuals, of course, do not pay their way. Blackboards, art classes, and electric lights do not and are not expected to pay their way. Audio-visuals should not have to do so, either.

Charging for shows, sponsoring rummage sales, begging for free or old, used equipment is not good management. If audio-visuals are worth anything educationally, they are worth ordinary financing as a regular item on the budget.

Moreover, spending all of the budgetary allowance on equipment

and then having to beg and scrape for money to rent films and other materials is equally poor management. Too many instructors buy the "best" equipment and then try to beg or borrow free materials—getting nothing, much of the time.

• **The First Purchases.** In general practice, the instructor must base his criteria and methods of evaluation on rather earthy considerations. He will be faced with a wide variety of widgets, gimmicks, and gadgets from which to choose. His problem is further complicated by the natural bias of the manufacturers and salesmen of equipment in favor of their own products. The confusion of conflicting claims of merit, however, can be dissipated with a little study, consultation, and experiment, especially if the teacher remembers that he is buying equipment for years and years of use.

Usually the first purchase should be a combination slide and filmstrip projector and, obviously, a screen must also be purchased. Both of these can be purchased for \$100 or less. It is likely that your school already has these items; but if not, get them.

The next purchase might well be of an opaque projector—that handy machine that reflects on a screen a reproduction of whatever picture or other material is placed under its "window." It may be advisable to purchase one of the new combination projectors that are both opaque projectors and slide projectors. They are light, easy to transport, and adaptable to a multitude of uses. The cost will be less than \$250.

The third purchase might be a movie projector. A good one will cost approximately \$500. In budgeting for this, remember that films will need to be rented and that the rental fee for films varies according to quality and length. Remember also that you need a quality screen on which to show moving pictures.

It may be advisable to purchase a small wall-type or shadow-box screen in addition to a large screen. The large one should measure one-sixth the length of the room. Screens should be beaded. They can be mounted on a folding stand. You'll be able to buy the pair of screens for about \$125.

■ **Purchase Criteria**—Within the limits of the school's budget, instructional aids should be selected that—

1. Will do the best job
2. Are tailored to the place where they will be used
3. Can be operated by the instructors who will use them.

If there is doubt as to the proper selection to make, a conference with sales representatives of the various devices may help in making correct decisions. In any case, it is wise to try out various aids, remembering always that no matter how clever or beautiful a projector may be, it is a waste of money if it does not improve instruction.

• **Use Determines Selection.** Naturally, the first question to answer is "What do I want my students to get from the training I can give them with audio-visual aids?" Then you select the type of aid best suited to the accomplishment of your answer.

• **Relative Importance.** Determining exactly which item of equipment to seek first may well be controlled by your budget. You might be limited to your already available blackboards and charts—not that that limitation leaves you helpless, remember—or you might be able to step into the projection field with a



Dr. Kenneth B. Haas

Formerly, Specialist in Distributive Education in the U.S. Office of Education. Until his appointment at Loyola, Doctor Haas was also Retail Training Director at Montgomery Ward & Company.

complete splurge on projectors, screens, and films.

- **Facilities.** It is important also to consider where the aid will be used. Complicated models and bulky or easily damaged aids may be good for use under controlled conditions in an auditorium or in a permanent classroom specially equipped as a visual aids projection room; but these same projectors may not stand up under the rough handling they would receive while in transit from room to room.

The day will come when every classroom will be equipped for projecting visual aids; but until then, every school should have at least one room attractively, effectively, and properly arranged for showing projection aids. Class groups can then be brought to this room. It is better to bring groups to one well-equipped room, where visual aids can be utilized to their fullest value, than to project visual aids in a room inadequately equipped for their projection.

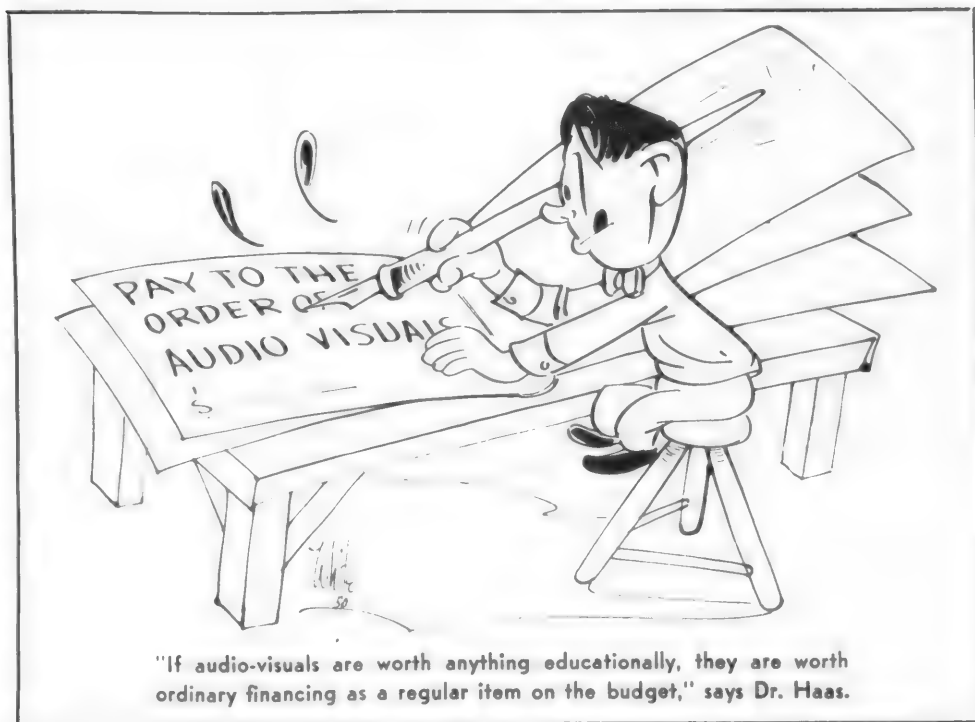
- **Duplication.** Don't make the mistake of asking for equipment that already may be available right in your own school. Many a visual aids convert has had his enthusiasm dampened by the embarrassment that follows when he asks for equipment and is told, "Then why haven't you been using the machines and screens that are gathering dust in the storeroom?"

- **Operators.** In every school there are probably persons qualified to operate equipment; but having one operator is not enough. The one trained to run the machine may be out of school, away on a field trip, unable to leave another class, or not available for certain days or any evenings.

So, you should have for each piece of equipment an expert operator and at least one apprentice who can take over when needed. The training of the expert and his helpers should include emphasis on the fact that makeshift arrangements are NEVER to be tolerated. Tables, stands, electric outlets, black-out drapes—all these and similar devices should be adequate, not temporary.

- **Getting Films.** Obviously, your school should maintain a constant scrutiny of new materials for use in its audio-visual program. Every member of the faculty should be on the alert for reviews and announcements of new films, slides, and slide films; and in some central place a regular bureau of information—or at least a file of information—should be maintained.

- **Printed Information.** Every film



review, film announcement, film description should be kept on file. You will want to examine current literature, of course; but don't forget that many items no longer subject to "New Films" review in magazines are still valuable. If you're just starting a program, you will want to talk with teachers in other schools to see what aids they have found valuable—even visit other schools to preview their films, if necessary. Too, dig into back issues of your professional magazines; don't wait just for new films.

There are some agencies that maintain regular film information services. The University of Michigan chapter of Delta Pi Epsilon has already published two duplicated volumes of reviews of currently available visual aids for business education.¹ Cletus M. Zumwalt, of Modesto, California, Junior College, has prepared special listings of business education films, also. Many textbooks giving instruction on the use of audio-visual films include a glossary of films and other aids.²

- **Catalogues.** Now that the use of visual aids is so rapidly expanding, many firms, manufacturing or distributing projection materials, publish catalogues that ought to be in your information file. A minimum list would include the free catalogues obtainable from:

Association Films, 35 West 45th Street, New York.

¹ Write Instructional Materials Laboratory, School of Education, University of Michigan, Ann Arbor, for "Directory of Evaluation of Visual Aids in Business Education." Cost: Volume 1, \$1; Volume 2, 75 cents.

² Newest: *Preparation and Use of Audio-Visual Aids*, Revised Edition, by Haas and Packer, Prentice-Hall, New York: 1950.

Business Education Films, 104 West 61st Street, New York 23.

Ideal Pictures Corporation, 65 East South Water Street, Chicago 1.

Coronet Films, Coronet Building, Chicago 1.

McGraw-Hill Book Company, Text-Film Department, 330 West 42nd Street, New York 18.

Pilgrim Press, 14 Beacon Street, Boston 8.

Religious Film Association, 45 Astor Place, New York 3.

Society for Visual Education, 100 East Ohio Street, Chicago 11.

The Jam Handy Organization, 2821 East Grand Boulevard, Detroit.

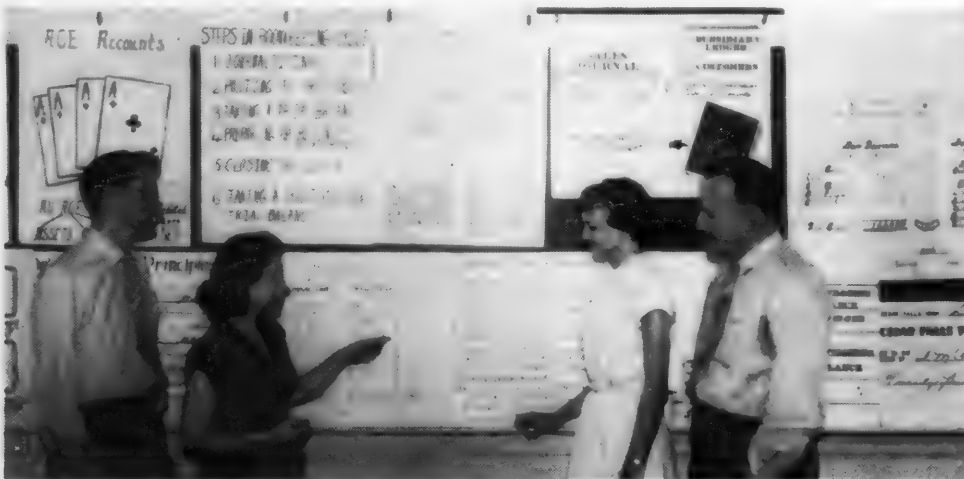
Young America Films, Inc., 18 East 41st Street, New York 17.

- **Bookings.** You can buy a film just about any time you wish; but normally you will rent films—and that means you have to "get in the waiting line." Place your reservation sometime in advance. Business Education Films (second in the preceding list) has available reprints of an excellent article, "How to Order a Film," and most of the catalogues give complete information about the ordering routine. The point to remember is that when you order a film you are sharing a partnership with a lot of other persons; and you have to make your reservation in advance, use your film promptly when it arrives, and then dispatch it on its way so that the next fellow can have his turn with it.

- **Summary.**—Thousands of teachers have already broken the ice and gotten into the business of using audio-visuals. There is nothing complex about it once you know your way among its techniques and materials. And the rewards are tremendous!



NOT A COURSE in visual aids but one in bookkeeping methods at the University of Wisconsin last summer, conducted by Doctors Douglas (extreme right) and Elwell (not shown) helped. . .



AUTHORS BIERBAUM AND MARSTON, Eleanor Grotkin (Illinois) and Henry Collins (Whitewater), and graduate-course classmates to learn, among other things, how easy and helpful the construction of visual aids for bookkeeping class can be even for the most amateur poster-maker. University of Wisconsin Photograph

You Don't Have to Be an Artist to Make Good Bookkeeping Visual Aids

HUBERT BIERBAUM
Strawberry Point, Iowa
and VIRGINIA MARSTON
Monticello, Iowa

Have you ever had a good idea for a bookkeeping poster or other visual aid flash through your mind, only to be reluctantly discarded because you didn't have the time to make it or because you thought you lacked "artistic ability"?

If you have, you're like most of us. Well, let's change our ideas. There were sixteen of us business teachers in the bookkeeping methods class at the University of Wisconsin last summer. We discovered how easy and how much fun it can be to make our own posters. We changed our ideas, and we'll wager that there are at least sixteen book-

keeping classrooms that this year are decorated with posters on every wall!

■ **With Limited Funds**—A picture is still worth a thousand words, every teacher will agree. But lack of funds for purchasing professional visual aids shouldn't keep a teacher from using visual aids. Simple, home-made ones can be tailored to fit the needs of our students, our teaching methods, and our objectives. It's likely that a bookkeeping teacher will make fuller use of an aid he has prepared himself than he would of an imported one anyhow!

No bookkeeping teacher should meet his class, ever, without being prepared to use at least one visual aid—there's always the blackboard, if nothing else.

The blackboard is undoubtedly

the best and most frequently used medium. It's amazing how much more effectively we can use a blackboard if we invest a few cents in colored chalk and a few minutes in carefully planning how to convert today's blackboard presentation into an especially interesting visual-aided lesson.

But even so, there are limitations to the blackboard. It does have to be erased and cleaned up once in a while, you know. Its use is limited to the height to which the teacher can reach. And, day after day, even brilliant blackboard lessons can become routine. So, the conscientious bookkeeping teacher looks round for some other ideas—and the making of charts and posters comes first.

■ **The Amateur Touch**—Our Wisconsin group boasted no professional artists. We strongly suspect that our instructors would disclaim any special personal ability as hand-letterers or graph designers. Most of us were hesitant about demonstrating our lack of artistic talent; but, strongly encouraged to do some experimenting, we essayed our first efforts. These were admittedly rather crude, but they stimulated us to try again and again; and we quickly made improvement in techniques and results.

It was not long until each of us had made several posters or charts or graphs (see illustration). Our conclusion: for a teacher to make a useful and interesting poster, all he needs is the ability to draw a straight line (with a ruler!) and to print the English alphabet. Beyond those prerequisites, it is mostly a matter of using ordinary judgment and ordinary care.

■ **Supplies You Need**—It doesn't take much of an investment to get the supplies you need; your school probably has them in the stockroom anyhow.

You need at least two bottles of drawing ink—one red and one black. You need a steel-edged or beveled ruler (those straight lines, you know), and it ought to be 18 or 24 inches long. You need a few sheets of poster paper or cardboard—although a roll of plain, colored wallpaper is a good substitute.

You'll find that having several sizes of pen points is handy. You might get a few Speedball Flicker pens (which cost about 15 cents each); and if you ever use a felt-tipped fountain pen (which costs, depending on the make and the number of different sizes of tips you buy, between two and four dollars), you'll swear by it. A ball-point pen that writes in different colors is

ACE Accounts

All "ACE" Accounts are debited for increases

ASSETS COSTS EXPENSES

LIP Accounts

All "LIP" Accounts are credited for increases

LIABILITIES
INCOME
PROPRIETORSHIP

MEMORY AIDS LIKE THESE POSTERS are great help to bookkeeping students. The imperfections in art work actually increase student interest because, like home cooking, the personal touch is present. Use of color makes posters much more dramatic than they appear in illustrations here.

fine for trimming and touching up posters, too. Pencils, art gum, blotters, and such miscellaneous items are plentiful around any school.

■ **Some Ideas for Posters**—Here are some elementary ideas to start with:

- Flash cards for drills on account classification.
- Flash cards for drills on transaction analysis.
- Flash cards for drills on adjusting and closing entries.
- Enlarged illustrations of statements and accounts, some open, some balanced, and some closed.
- Charts explaining the balance sheet equation.
- Reproductions of various business papers.
- Charts about controlling accounts and their subsidiary ledgers.
- Posters depicting the steps in the bookkeeping cycle.
- Charts showing adjustments for accrued or deferred items.
- Headings for work sheets and journals, to place above the blackboard.

- Calendar showing the days for which wages have accrued.
- Posters showing trial balance errors and their causes.
- Poster comparing closing the ledger to turning a gasoline-pump meter back to zero.

- "ACE" and "LIP" posters showing which accounts have debit and which have credit balances.
- "ALP" and "ICE" posters showing classification of accounts through financial statements.

Those are just a few suggestions. When you've tried some of them, you will find your interest drawn and your imagination stimulated; then you'll reach toward other ideas of your own.

■ **Some Technical Hints**—Our experience in making posters led us to summarize some poster-making techniques that we learned "the hard way." Here they are:

- Multicolor ball-point pens are fine for drawing lines, for they don't sputter or make blots.
- Broad-point pens are needed for lettering, and they are much quicker than narrow-point pens whose lines you have to draw several times to get letters broad enough to read from the back of the classroom.
- Freehand lettering is quick. There are lots of books on how to draw letters, in case you get enthusiastic about hand lettering. If you find your freehand is pretty terrible, you can always resort to mounting printed letters snipped from the headlines of your local newspaper. But don't waste a lot of time by carefully designing letters with a ruler and then filling in pencil lines or ruled outlines with ink. Freehand is good enough.
- A long ruler, 18 or 24 inches long, is almost indispensable; a T-square is even better.

• Color is an effective attention getter. And color can cover a multitude of artistic sins.

• Simplicity is the keynote to both effectiveness and manufacture. Unless you are really talented, stay away from pictures. Be content with simple lettering and lines.

• Making a pencil layout saves time, helps avoid errors, and improves the quality of posters.

■ **Finally**—Doesn't it sound easy? It is. Once you get started, you may find that making your own visual aids is so much fun that you'll hate to stop in order to get other important things done. Besides, you'll find yourself taking a new look at bookkeeping and the way you teach it—and liking it more than you already do.

So, the next time a good idea for a poster crosses your mind—perhaps one of those suggested in the preceding may be exactly what your students need next week—grab your pencil and paper and put your idea into a visual aid. We guarantee more fun, pride, and better teaching.

LIABILITY		ASSET	
INCOME		COST	
PROPRIETORSHIP		EXPENSE	
DR	CR	DR	CR
—	+	+	—

A DIAGRAM LIKE THIS, made on a six-foot-long piece of plain paper and displayed above a side blackboard, takes but a few minutes yet makes an indelible and clear impression on students.

How to Use Problem Application Letters to Develop Critical Letter Writing

DONALD V. ALLGEIER
Southwest Texas State Teachers College
San Marcos, Texas

Most students in business writing classes show more interest in the application letter than in other types of letters because of its more immediate and more obviously personal utility. They need a good deal of help, however, in deciding what to put into the letter. Their judgment as to what is appropriate and what is poor, what is strong and what is weak, leaves much to be desired.

■ **Why Use Problem Letters**—The system used by this writer is to provide students with samples of letters — preferably ones that were actually used—and to ask students to analyze these letters before writing their own.

It is easy to find outstandingly "horrible examples," in which anyone can discover the mistakes. But it is more helpful to the student to present him with a letter that seems at first to be a good letter. If the faults are not so obvious, they require careful analysis for detection.

Thus, the stage is set for instruction in the right kind of application letter; and motivation is provided for improvement of student letters. The student is led to exercise better judgment and to do more critical and analytical thinking about himself and the presentation of his qualifications.

As an example of the kind of material used for such analysis, two instructional problem letters are presented here. Teachers are welcome to use them in their own classes. It may be interesting to test yourself by criticizing them before reading the author's criticism.

■ Problem Letter No. 1—

Gentlemen: I would like very much to secure an administrative position with your organization. The type of job I want is one where there is not a great deal of specialization, such as credit and collections and inventory control. In other words I am not looking for a specific job, but am more interested in acquiring a position that can easily lead, over a period of years, to a higher administrative executive level. I think your company has the position I want. Although I know you employ a large number of college graduates as salesmen, I do not wish

to sell, and if it is company policy to only hire college graduates as salesmen I would like you to make an exception in my case since I earnestly desire to work for you. For a long time now I have been interested in _____ from both the standpoint of natural curiosity and genuine interest. I would like to be able to say I can operate the various machines you sell, and also say I know the operation of your business machine.

I have no particular experience for the type of job I am seeking since I have worked at a number of different jobs while going to school and during the summer. At the present time I am acting as a combination cashier and bartender and finishing my last year at Ohio State University. Among other jobs, I have worked as a wrapper in a paper box factory, a helper in the rug cleaning business, a meter reader for a gas company and a bartender at a plant making cake ice cream cones. In both the jobs as a meter reader and the job I now have as a cashier-bartender, I have been bonded. Furthermore, I have never been "fired" or asked to leave; on the contrary, when I have desired to leave a job to go back to school I have been asked to stay.

I will graduate from Ohio State University in March, 1950, with a B. S. degree in Marketing, which is a broad field and is the reason I did major in it for I wanted a liberal education and not a profession that would limit my job possibilities.

Your organization is at the top when progressive firms are discussed, along with _____ and _____, and I only want to work for a progressive firm. I can be reached at my home by mail or by telephoning _____ when you want me to come in for an interview. Sincerely yours,

■ **Criticism of Letter No. 1**—It is not our purpose to criticize the

grammar of this letter, for there are many obvious errors. It might be pointed out, however, that the paragraphs are entirely too long, particularly the first one. Shorter paragraphs aid readability.

No one can predict exactly the reactions of every employer, but it seems safe to say that the writer of this letter has a very poor chance of being called in for an interview. The opening of the letter shows vagueness in the writer's sense of direction. The reader may be led to believe that the applicant cannot concentrate on one kind of position, that he cannot make up his mind. The whole first paragraph is selfish and unreasonable. No benefit to the reader is shown. The last sentence is a masterpiece of obscurity.

In the second paragraph the applicant calls undue attention to his lack of experience. It is better to soft-pedal the "lacks" and to stress the qualifications one does possess. A positive approach makes a better and stronger impression. The third paragraph again exhibits bad English and the "jack of all trades" approach.

In summing up, it appears that the main defects of this letter are its lack of a "you attitude" and its concentration on the writer's own wants and desires, its apologetic attitude, and its poorly constructed sentences. There are some good ideas in the letter. If revised with an eye toward the reactions of the reader, it could be made effective.

■ Problem Letter No. 2—

Gentlemen: Until recently I have held a passive interest in your company. My interest has been intensified by the recent article in *Life* magazine concerning your executive training program.

Due to your present system of competitive business, four years in college does not totally prepare one for his place in the modern, up-to-date business organization. It is my desire to connect myself with a corporation that appreciates the inexperience of a recent college graduate. Your company's training program appears to acknowledge these limitations, and proceeds to equip a trainee with knowledge and know-how that will make him a definite asset to the organization.

A personal data sheet is enclosed for convenience in your appraisal of my qualifications. I am considered to



Donald Allgeier . . . no horrible examples

be honest, trustworthy, and able to assume responsibility. Of my personal appearance I would rather you judged for yourself at the time of an interview.

You may reach me by return mail at 260 15th Avenue, Columbus, Ohio. If you plan to be in Columbus in the near future, a message will reach me by telephoning _____. I am available for an interview at any time and at your convenience. Sincerely,

■ **Criticism of Letter No. 2**—This letter shows evidence of the applicant's ability to write and think. The total effect, however, is marred by a bad first paragraph. The reader is likely to be insulted by these two sentences. They are hardly complimentary to his company.

The idea of the second paragraph is perhaps acceptable in this situation, although again there is a note of apology.

The letter fails to mention any real qualifications. There is no mention of the college attended, major subjects studied, degree received, and the like. Everything is left to the data sheet. The result is that the letter's vagueness has an adverse effect on the reader. It is also a poor policy to describe one's personal qualities. The applicant's opinion of himself is meaningless.

This letter illustrates the common fault of relying too heavily on a data sheet. A data sheet is fine—and a "must" in the application letter today—but it is only a list of qualifications. It does not relate the qualifications to the particular job; it does not persuade; it usually does not show much about the writer's personality. To sum everything up, a data sheet just doesn't "sell," and the applicant *must* sell himself in a society where there is competition for jobs.

Both of these letters reveal serious faults, common to far too many student letters. There is a failure to bring out proof of benefits or advantages to the reader—definite evidence of ability to perform on the job. If qualifications are given at all they are vague and general. The student is likely to apologize for his qualifications because they seem meager. Actually, a college education is a good qualification and can be made to seem so. The letter can be made positive, enthusiastic, and specific in its presentation of qualifications.

■ **Summary**—The author has found that a study of these and similar typical letters help students to correct the very common tendency to show selfishness, lack of consideration, vagueness, and negativism in application letters.

Promotion Expert

From the school administrator's point of view, one of the most influential roles that the D.E. co-ordinator plays is No. 1 Public Representative of the community's public schools. The co-ordinator probably has more direct, professional contacts with more persons than anyone else in the school system. To conduct this part of his program, he must be general good-will ambassador, business expert, liaison officer, and community counselor. It is not easy to carry so great a burden and yet be a good classroom teacher, too. Administrators should realize that—

The D.E. Co-ordinator Contributes Much to His School's Public Relations

JOHN M. MORROW

State Supervisor, Distributive Education
Montpelier, Vermont

In addition to being a good teacher of merchandising, the co-ordinator of distributive education has to be one of the best practicing merchandisers in his community. True, he sells no "goods," but he must "merchandise" distributive education, his school, and himself. More than a teacher of future salespersons, he must himself be a master sales manager. And where the co-ordinator does prove to be a master merchandiser, school administrators acknowledge him to be the school's No. 1 Public Representative.

"Merchandising distributive education" is just another way of saying "developing community relations." Convincing community businessmen of the worth of the distributive education program is, fundamentally, educational public relations.

No secondary school teacher has a better opportunity to "sell"—the school and its program than does the D.E. co-ordinator. The nature of his working schedule gives him the privilege of spending several

hours each day in business establishments within the community. The minutes he spends observing the work of the students on their jobs and discussing their progress with their employers are minutes devoted to public relations.

The time spent in these contacts with businessmen does more than strengthen the position of the D.E. program; it does much to increase the prestige of the high school in the eyes of the business people of the community.

The promotion efforts—the public-relations efforts—of the D.E. co-ordinator normally channel into certain relationships. Every administrator and fellow business teacher should know of these special relationships, and the co-ordinator who may be overlooking any may wish to reconsider them.

■ **No. 1: The Merchants' Executive**—The first person with whom a new co-ordinator seeks acquaintance is, or should be, the executive secretary or other top administrator of the community's Chamber of Commerce or Merchants' Association. This business person figures very prominently in the success of the D.E. program.

At the outset, this executive can help the co-ordinator establish the business contacts so necessary to the co-operative program. He can direct the co-ordinator to the businessmen in the community most willing to encourage and help a new undertaking. He can help the co-ordinator solicit the assistance of persons most favorably inclined toward the school. He serves as a special counsel and liaison officer for the co-ordinator.

The first meeting between the co-ordinator and the merchants' executive is likely to be followed by many working relationships with him and his organization. He is an important friend of D.E. and of the public schools.



"I wouldn't ask you to do this if we weren't so shorthanded."

■ **No. 2: Advisors**—Nearly every successful D.E. program has the assistance of a Distributive Education Advisory Committee. It is composed, usually, of the co-ordinator and merchants' executive in *ex officio* or advisory capacities and of representatives of business, labor, the school district (possibly the co-ordinator), and the high school students participating in the D.E. program.

The contributions of this Advisory Committee to the success of the D.E. program are considerable. The committee assists in the selection of students to be trained, recommends equipment and related study materials, gives advice on course material, helps publicize the distributive education course, and periodically evaluates the distributive education program.

But the contributions of this committee to the school's public relations program are, perhaps, of equal importance, since each member of the committee is a representative of a group to whom he makes regular reports. Moreover, since one function of this committee is to publicize D.E., every member usually undertakes special efforts to promote and publicize the most affirmative values of the program—to the benefit of the school's entire public relations program.

A functioning Advisory Committee can do much to draw business and education closely together in order that—in accordance with the best philosophy of school public relations—each may come to understand the problems of the other and to assist each other in their solution. It is a challenge to the co-ordinator to keep this committee working in an efficient manner.

■ **No. 3: Business Counselor**—Every co-ordinator discovers, as soon as he becomes well acquainted with businessmen, that as a representative of the school he can be of much help to them. This help, if tactfully volunteered and unostentatiously extended, does much to add to the prestige of the school in the community.

• *For example*, one problem that businessmen continually face is that of securing good part-time employees. This problem is particularly keen during the Christmas shopping season and at other peak shopping periods. Businessmen look to the high school for most of this extra help; too often their requests receive little or inadequate or no attention. The co-ordinator who can arrange to serve businessmen in

PRINCIPAL'S OFFICE



"... bigger D.E. classes, one way or another."

this instance can bring a great deal of respect and good will to the side of public education.

• **Another Example.** When a co-ordinator comes to be known in his business community, many requests come from owners and managers of small business for information helpful to them in the operation of their enterprises. "very progressive co-ordinator can obtain from state and Federal offices, from trade associations, from business and industrial concerns, from private research agencies, and from elsewhere enough material to build a very sizable library that should be made available to business proprietors. Keeping those proprietors informed of new additions to the special library comprises a fine, valuable, and potentially continuous avenue of public relations for the school.

• **A Third Example.** The co-ordinator and students will be called upon frequently to assist businessmen in their efforts to co-operate with community, state, and national events and promotions. In one community, the members of the co-operative class arranged Red Cross displays in several store windows. In the same community, the co-ordinator assisted the merchants in observance of a special public-relations program entitled "Democracy Works Here."

■ **No. 4: Adult Courses**—The demand and need for adult courses for full-time store workers, particularly keen in smaller communities where retailers are not equipped to do this training job satisfactorily themselves, can lead to great contributions to the school district's public

relations program. A new co-ordinator is not likely, nor would he be wise, to institute this kind of training program immediately—not before his second year in the community unless such a program were already in operation.

But adult classes are nearly always successful and deeply appreciated. Kinds of adult classes widely conducted include pre-Christmas sales training, refresher sales training, textile information, merchandising techniques, advertising and display, and record keeping for small businesses. Adults are just as proud of course-completion certificates as honor-roll high school students are of their report cards.

■ **No. 5: Addresses**—Even after ten years of operation in nearly every state in the nation, "distributive education" is still a mysterious term to countless numbers of persons in business, in education, and in other walks of life. Perhaps "distributive education" is a misnomer. Perhaps a more easily understood title should have been given or should yet be given to the newest member of the vocational education family.

Be that as it may, the co-ordinator of distributive education must frequently interpret the term and explain the program; and each time he does so, he represents the public school system of which he is a part. He sells education and the services of the local schools.

The three most important groups to whom he speaks are parents, teachers, and business people. Talks to teacher groups and conferences and discussions with members of the high school faculty—particularly the guidance counselors—are a natural and important part of every co-ordinator's responsibilities. Talks before PTA and other parental groups, as well as visits at school or at homes, should serve to explain D.E. to parents. The best approach to businessmen is the appearance of the co-ordinator as speaker before merchants' meetings and businessmen's service clubs.

In due time the co-ordinator will be invited to join one of the community's service clubs, and it is recommended that he accept. The opportunities given him to establish new contacts and to perform community service of many kinds will further expand the public's knowledge of the co-ordinator, of his association with his school, and of the school services that his position represents.

■ **No. 6: Co-operation**—There are many opportunities for the co-ordi-

nator to co-operate with the Chamber of Commerce or the local Merchants' Association, and fulfillment of requested co-operation pays tremendous dividends both to the school district and to the D.E. program. As a state supervisor, I can say emphatically that I have received more from this relationship than I have given.

Every alert co-ordinator will ask to be invited to meetings of the Chamber of Commerce or Merchants' Association. He will ask to be placed on their mailing lists. From time to time he may request that announcements concerning the distributive education program be included in their mailings.

Some time ago, our department was asked to co-operate with a Chamber of Commerce in the Vermont Store Modernization Clinic and Exhibit. Our Distributive Education Service received much favorable state and national recognition as result of this effort. At the present time, in one community, we are co-operating in the promotion of a tourist-courtesy program; we will gain much from this experience. These are but two examples of the co-operative effort possible between D.E., as an educational agency, and business.

The key to the situation is this: The co-ordinator must display continuous interest in the affairs of the Chamber of Commerce or Merchants' Association. If he shows an understanding of their problems and a willingness to help, he will be considered a business colleague instead of an outsider; and every respect accorded him is a gesture of respect to the local schools.

■ Summary — Public relations sounds like an important aspect of every co-ordinator's work. It is. Conducting public relations sounds like a tough and complicated assignment. It is. Serving with committees, in service clubs, as a consultant, etc., sounds as though the co-ordinator can become a very influential representative of public education. He can. He usually is.

Every co-ordinator soon learns that good community relationships are absolutely essential to the development of a sound distributive education program. It is a challenge and a chore; but in building up the program and the school in the eyes of the business people of the community, the co-ordinator contributes to his own prestige, to the distributive education program, and especially to the allover public relations program of his school district.

School Secretaries Are Career Secretaries

MARIE A. GALLAGHER
Senior School Secretary
Simon Gratz High School
Philadelphia 40, Pennsylvania

This is an age! Air travel, television, atomic energy—and behind the scenes of the organizations making history are career girls, secretaries to the executives of those organizations.

This is a new age in education, too, with improved curricula and new building construction and new philosophy and new school services. And behind the executive scenes in this phase of 1950, too, you will find secretaries.

How often have business teachers quoted the executives who say, "I'd be lost without my secretary"? The position of secretary, in this new age, has emerged as a real career; and the role of school secretary belongs in this category.

High school girls frequently seek out the secretaries in their school offices to ask, "Is the position of a school secretary a real career?" "What does a school secretary do, besides mimeograph notices?" "I've often watched you and thought that I'd like to be a secretary, a school secretary, as you are. Will you tell me about your work?"

Could you answer those questions?

■ Achieving an Appointment—Not all school secretaries are appointed the same way, of course. In small communities the school secretary may well be the top graduate of the business department, "grabbed up" by the principal or superintendent as soon as she gets her diploma. In big cities like Philadelphia, however, appointments are made from an eligibility list that results from an examination. In Philadelphia, the competitive examinations consist of three parts:

- A. Stenography and Typewriting
- B. General Information
- C. Oral Interview

Appointments are made according to composite scores, just as are appointments to teaching positions. (Could not this fact be, in a way, considered as an admission of the professional status of the school secretary?)

Opportunity to serve alone in an elementary school or to serve with a group of secretaries in a secondary school or administrative office is extended to the candidates who earn a grade of 70 or more. Training in the specialized and routine school duties

is usually given by the principal in an elementary school; but training is the definite assignment of the senior school secretary in the larger offices, where there is usually a senior and several assistant school secretaries. The position of senior secretary is open to all school secretaries, in Philadelphia, at least, after five years of service and a satisfactory rating in a special examination.

■ Daily Secretarial Activities — Some of the standardized and major reports that school secretaries prepare regularly (some daily, some weekly, some monthly, some cumulatively) are these:

A. *Monthly Reports* (accounting of pupil enrollment, attendance, courses, etc., compiled from daily records within each month)

B. *Personnel Reports* (record of administrative and teaching staffs; record of staff appointments, withdrawals, changes, etc.)

C. *Requisitions* (orders for all materials for the school building, including general supplies, books, equipment, service, repairs, printing, etc.)

D. *Payrolls* (accounting of salaries due all members of staffs)

E. *Census* (accounting of school population)

Every type of report, and of course there are many not included in the preceding general list, affords an opportunity to learn, understand, and know a school's organization from the roof to the basement. Many persons do not realize that a school office is a business office, where the usual telephone service, mimeographing, counter duty and general receptioning, transcription, and filing are performed daily by a school secretary.

■ Requirements for a School Secretary — Stenographic ability and typewriting skill are the immediate and obvious requirements for this kind of career; and because the volume of stenographic work to be done is so great, the school secretary should have above-average competency with these working tools.

Personality and good judgment are two more vital factors for success and contentment in the position; and if ever a business teacher wished to illustrate concretely to classes the importance of these factors, she might well illustrate them with an analysis of their importance in the career of the school secretary!

STATEMENT OF THE OWNERSHIP, MANAGEMENT, AND CIRCULATION REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912, AS AMENDED BY THE ACTS OF MARCH 3, 1933, AND JULY 2, 1946.

(Title 39, United States Code, Section 233)

OF BUSINESS EDUCATION WORLD, published monthly, except July and August, at New York, New York, for October 1, 1950.

State of New York } ss.
County of New York }

1. The name and address of the publisher, editor, managing editor, and business manager is: Publisher, The Gregg Publishing Company, 330 West 42nd Street, New York 18, N. Y.; Editor, Alan C. Lloyd, 330 West 42nd Street, New York 18, N. Y.; Managing editor, M. Brown, 330 West 42nd Street, New York 18, N. Y.; Business manager, E. W. Edwards, 330 West 42nd Street, New York 18, N. Y.

2. The owner is:
The Gregg Publishing Company, 330 West 42nd Street, New York 18, N. Y. Sole Stockholder: McGraw-Hill Book Company, Inc., 330 West 42nd Street, New York 18, N. Y. Sole Stockholder: McGraw-Hill Publishing Company, Inc., 330 West 42nd Street, New York 18, N. Y.; Stockholders holding 1% or more of stock: Curtis W. McGraw, Executor of the Will of James H. McGraw, 330 West 42nd Street, New York 18, N. Y.; James H. McGraw, Jr., Curtis W. McGraw and Donald C. McGraw, Trustees for: Harold W. McGraw, James H. McGraw, Jr., Donald C. McGraw, Curtis W. McGraw, all of 330 West 42nd Street, New York 18, N. Y.; James H. McGraw, Jr. and Curtis W. McGraw, Trustees for Catherine Osmon, 330 West 42nd Street, New York 18, N. Y.; Edwin S. Wilsey and Curtis W. McGraw, Trustees for James H. McGraw, 3rd, Madison, New Jersey; James H. McGraw, Jr., 330 West 42nd Street, New York 18, N. Y.; Curtis W. McGraw, 330 West 42nd Street, New York 18, N. Y.; Donald C. McGraw, 330 West 42nd Street, New York 18, N. Y.; Mildred W. McGraw, Madison, New Jersey; Grace W. Mehren, 536 Arenas St., LaJolla, Calif.

3. The known bondholders, mortgagees, and other security holders owning or holding 1 percent or more of total amount of bonds, mortgages, or other securities are:
None.

4. Paragraphs 2 and 3 include, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting; also the statements in the two paragraphs show the affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner.

THE GREGG PUBLISHING COMPANY
John J. Cooke, Secretary.

Sworn to and subscribed before me this 15th day of September, 1950. (Seal.) Elva G. Maslin.
(Commission expires March 30, 1952.)



"Good morning, Mullins. Fine weather for ducks, eh?"

• **Personality.** Daily the school secretary meets the immediate staff and the general public, teachers, pupils, parents, and visitors—and does so both face to face and by means of the telephone.

How essential level-headedness is! The disposition of a school secretary should not be easily ruffled; control of temper and tongue should always predominate; a smile should be ever evident, no matter how much it hurts! Why? Because this career girl is at the beck and call of everyone. She is coping constantly with varied and fluctuating situations, some of her own creation and others caused by outside elements.

• **Good Judgment.** Good judgment in handling persons or difficult cases, coupled with a pleasing personality, prevents many a headache and often "saves the day."

• **Mental alertness,** leadership, initiative, and affability also deserve emphasis as desirable qualities. Each day brings problems for decision and proper handling—some new, some trite, and some puzzling. To handle the unexpected is the daily encounter of all school secretaries. This career girl must be "on her toes" from arrival to leaving.

■ **Performance of Duties**—In elementary schools, a school secretary becomes almost indispensable. Committee meetings, community problems, special school activities, and routine supervision duties keep the principal away from his office, often for whole mornings or afternoons. On these occasions a school secretary proves her true worth in the display of the desirable traits mentioned before. She carries the cares of the personnel; she keeps schedules and office matters running smoothly; she handles the unexpected in an intelligent manner; she is really the clearinghouse for all happenings.

The elementary school secretary, working alone, tackles all the various duties. In the secondary school and administrative offices, however, the secretaries are likely to be specialists; and all queries are referred to the secretary responsible for a particular report or activity. Where several secretaries work together under the general supervision of a senior secretary, each helps the others during tight or hurried situations. This kind of co-operation permits instruction of all in every line of activity in the office.

■ **Salaries of School Secretaries**—Here, too, there is a wide difference in different school systems; but the general wage increases that teachers and others have enjoyed have been

extended to school secretaries, too.

Only ten years ago, the minimum salary in Philadelphia was \$800 for ten months' service; today a beginning school secretary earns \$1400 and then receives annual increments of \$120 until she attains her maximum, \$2460. If she competes for and wins an appointment as senior secretary, her maximum for ten months is \$2860; or she may work for the full year, with four weeks' vacation, up to a maximum of \$3575.

Security is provided through tenure (after two years of satisfactory service) and through contributions to a pension or retirement fund similar to the plans afforded teachers.

■ **A Career for Your Graduates?**—Every high school secretarial trainee should be encouraged to spend a day or two in a one-secretary school office and an equal period in an office with several school secretaries. She should observe the rapid-fire decisions a school secretary needs to make; the details that this career secretary has at her finger tips at the request of the administrator or other questioner; the number of activities that the school secretary manages efficiently at one time—telephone calls, counter response, quick access to a requested report, and so on.

Such a visit may do two things. It will, first of all, provide that trainee with a very real action picture of a modern career secretary at work. It may, secondly, stimulate interest in becoming a school secretary. Anyone watching an efficient school secretary for even a day will be impressed by her evident importance and value, the desirability of this type of career, the very real personal challenge that the daily activities entail, and the high degree of personal competence required.

■ **Summary**—The modern school secretary deserves the title of a professional worker. She is indispensable to the satisfactory functioning of any school and to the fullest achievement of the administrator's responsibilities. Indeed, she is even more important than many of her counterparts in business offices; she not only serves her executive but helps him conduct his business—his school activities—as well.

Yes, every school secretary is a career girl behind the administrative scenes, builder of her own house of activities. Her position merits a four-star rating... and frequent study by business teachers who want to call the attention of their secretarial students to a living illustration of secretarial efficiency.

A Job for Cinderella

Has an employer the right to "high pressure" good grooming?

HELEN HULETT SEARL

"I CAN'T STAND J.R.'S TEMPER any longer," Elsie, the little office girl, told the others when she was blamed for¹ not mailing some letters on time. "He never gave me those letters till it was too late to get them in the last mail.² I'm going to look for another job."

This time it was Elsie and J.R.'s temper; another time it would³ be Marge and the low salaries or the overtime with no pay or dinner money. The turnover at the Craig⁴ office was high. No one ever stayed more than a year—no one, that is except Miss Page, the bookkeeper, and Angela⁵ Morrison, Mr. Craig's secretary.

Why, then, did they stay? Miss Page had been there forever. "She's nice, but she's⁶ just too old to get another job," one of the girls said. "She must be all of forty."

That settled Miss Page.

"BUT⁷ ANGELA, what about her?" demanded Elsie as she set her hat at a jaunty angle on her red curls preparatory to visiting the employment agency. "Angela's young and smart. She writes practically all Mr.⁸ Craig's letters and speeches. Why doesn't she get herself a decent job?"

"If you ask me, her looks are against her,"¹⁰ declared a tall blond, named Mabel. "The 'sloppy' way she dresses, and that long, bushy hair—well!"

"It isn't easy to¹¹ look like a million dollars on the pay we get here," said Betty. "But home permanents and bargains help. I don't think¹² Angela cares how she looks."

"The agencies used to send her out, but people took one look and turned her down," contributed¹³ Mabel.

"Why doesn't somebody tell her?" asked Elsie.

"Don't try it," warned Mabel. "She's proud as Lucifer."

A¹⁴ FEW DAYS LATER, Elsie stopped by to tell the girls she had a new job. "And it gives me a chance to use my shorthand.¹⁵ If I make good, I'll

be secretary to one of the men," she said proudly. On her way out she stopped at Angela's¹⁶ desk.

"Listen," she said. "A girl I know was telling me about a job she tried for but didn't get. The man is¹⁷ an agent for people who write books. He wants a secretary who can read what they send in and write reports on¹⁸ it for him. I thought about you right away. Here's his name and phone number." She slipped a paper into Angela's¹⁹ hand.

Angela looked dubiously at the scrap of paper but managed to say. "Why, Elsie, I think that's sweet of²⁰ you."

"And you will call up, won't you?" Elsie urged. "It sounds exactly like your dish. You always have your nose in a book."²¹

ANGELA DID CALL, and the man sounded nice over the phone. "You may be just the girl I'm looking for," he said when²² Angela had told him about her background and experience. "Can you come in for a talk tomorrow?"

When²³ Angela left the Craig office to keep her appointment late the next afternoon, the girls went into a huddle as²⁴ to her chances of getting the job. Mabel ended the discussion by saying, "Maybe the man's too high-brow to²⁵ notice her looks."

I've heard that literary people don't care much about their appearance."

BUT MR. KENNETH²⁶ LEIGHTON evidently didn't belong to the kind of literary people Mabel had heard about. When²⁷ Angela was ushered into his office by the attractive receptionist, she saw a man who might have been any²⁸ well-groomed, prosperous executive, except that he seemed less tense and hurried than the average businessman.²⁹ His hair was graying at the temples, but his eyes were young and humorous.

"This is Miss Morrison, Mr. Leighton³⁰—the young lady you asked to come in about the position," the girl said. There was something in the parting glance she³¹ gave Angela that said she didn't think Angela would do for the job. Angela had seen that look in the eyes³² of other receptionists.

But Mr. Leighton greeted Angela with a cordial smile. As he talked, explaining³³ in detail the requirements of the position, Angela found herself completely won over by his friendly,³⁴ easy manner. She told him about her passion for reading, and how much she would love to have a job like this.

WHEN³⁵ HE FINALLY MENTIONED A STARTING SALARY that seemed fabulous compared to her present pay and asked if it³⁶ was satisfactory, Angela assured him that it sounded wonderful.

"How soon can you start?" he asked.

"I'll have³⁷ to give Mr. Craig two weeks' notice," she said.

"Fine. That seems to settle about everything. No, there's one more thing.³⁸ When I started this business as a very green young man, I realized the kind of clients I attracted would³⁹ depend in part on the impression my office made. I decided that the girls I employed must have three things—brains,⁴⁰ breeding, and beauty." His eyes twinkled as he said, "I discovered in the course of time that, while a girl has to have⁴¹ the first two to begin with, what I thought of as beauty is nothing more

* CROSS INDEX

Each month Business Education World presents some 5,000 words of new dictation material for the use of shorthand teachers. The materials selected for this purpose are given in Gregg shorthand in the same month's issue of *Today's Secretary*. Through the use of the cross index given here, these dictation materials serve also as a ready key to shorthand plates in that magazine. The materials presented here are counted in units of 20 standard words.

BEW	TS
Page	Page
157 A Cup of Coffee for the Boss..	122
153 A Job for Cinderella.....	128
156 Bars on the Windows.....	109
157 Junior O.G.A. Test.....	142
156 O.G.A. Membership Test.....	142
154 The 36th Anniversary.....	134
155 What One Secretary Thinks about Her Chief.....	127
158 Wits and Wags.....	148

than suitable clothes, a becoming hairdo,⁴² and careful grooming. Now, as my secretary, you'll be meeting people who come to the office, and later⁴³ I shall want you to make trips for me to see writers in other towns. What do you say to our setting up an expense⁴⁴ account for you to draw on for necessary shopping, beauty parlor trips, and such things?"

Angela was so⁴⁵ angry she couldn't speak. She wanted to cry. She

(Concluded next month)

wanted to throw something at Mr. Leighton's well-barbered head. Most⁴⁶ of all she wanted to get out of this beautiful booklined room where she had dreamed she could be happy. She got to⁴⁷ her feet and fairly ran to the door, mumbling something about letting him know. She fled past the chic receptionist⁴⁸ and down to the street, where it was beginning to rain and the wind blew the trash around her feet. (976)

down suddenly and weakly in her chair.²¹ "Another year, Nancy Lou—Thank you so much. J. P." she read. She read the card again, and turned it over and searched²² the back. She looked for another card. No "Always a place."

Nancy Lou turned in her chair and looked out the window. Far²³ below, two window cleaners were working on the building across the street, and with empty mind she watched them—for a²⁴ long time, it seemed. Then, heavily, she swung around to face her desk. She picked up the corsage, sniffed it carefully, and²⁵ then had trouble getting the pin fastened right as she put the corsage at her shoulder.

The 36th Anniversary

But suppose you don't WANT to retire?

LOID MICHAELS

NANCY LOU walked down the aisle between the two rows of desks. Nancy Lou walked slowly today. She paused and asked Alice¹ about the trees in the big park near Alice's home—were they turning yet, and it must be a beautiful sight. She² paused at the filing section, too, and asked that young snip, Molly, about the West-Bend correspondence, as if she didn't³ know very well that Molly would say, "West - Bend? What's that? Calisthenics?"

Nancy Lou walked slowly because she dreaded⁴ going back to her own desk just outside Mr. Preston's office. Today, and thank goodness no one but J. P.⁵ would think of it, was the start of her 36th year with Preston Brothers. When a girl was—well, when she had been with⁶ a firm for more than 35 years (starting the 36th year made it more than 35, didn't it?)—was with⁷ a firm that long, and had worked for, well, several years before joining the company, people started talking about⁸ retirement.

"Nancy Lou is ready for retirement." That was what she had overheard in the lounge. Definitely.⁹ Retirement.

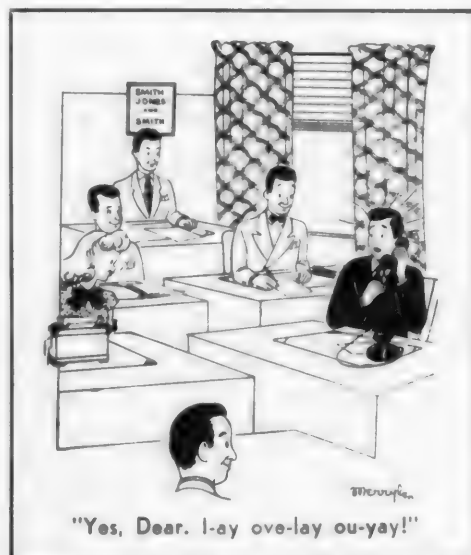
SHE WASN'T READY TO RETIRE. Nancy Lou loved Preston Brothers and J. P. Indeed, she might well¹⁰ have been a Preston herself if Fred Preston (he was the youngest one) hadn't gone to war back in 1917¹¹ and been there at Chateau Thierry. "Always a place for you with us," J. P. had said. "Always a place, Nancy¹² Lou."

As she walked down the aisle between the trim metal desks, Nancy Lou thought of Fred Preston. How he

had loved¹³ advertising, especially sales letters. "If a thing can be sold it can be sold by mail!" he would shout, pounding his¹⁴ hand on a desk and sticking his lower lip out resolutely, which was always just a little funny, with the¹⁵ way his cowlick of blonde hair would fall over his forehead when he banged his fist.

THERE WAS A CORSAGE on her desk, but¹⁶ Nancy Lou reached quickly for the card beside it. There was always a corsage for her on November 12th—and a¹⁷ card. Funny about November 11 that being the date she had started with Preston Brothers and now it¹⁸ was Armistice Day. But on November 12th the corsage was always there, and there was J. P.'s card with the¹⁹ words, "Another year, Nancy Lou — Thank you so much. Always a place. J. P." That showed he remembered. The card was always²⁰ there.

The card was there today, too; but, when Nancy Lou read it, she sat



THE MAIL ARRIVED, and the²⁶ urgency of a letter from Miller Steel moved her to quick action. She called Molly—"Quick, the Miller Steel file." She rushed²⁷ back to the office and composed two telegrams, one a *yes* telegram and one a *no* telegram. Startled out²⁸ of her mood by this briskness, she turned to her other work. She got J. P.'s mail sorted, had Molly on the run with²⁹ more correspondence, sent the office boy dashing to put fresh ice water in the thermos bottle on J. P.'s desk,³⁰ called the factory manager and told him to hustle last week's production data up at once.

She stepped into³¹ J. P.'s empty office and sat down at his desk. Struck by a moment's whim, she pushed the buzzer that rang on her own³² desk. She took quick inventory—pens filled, pencils sharp; blotter straight; correspondence, top right; Mrs. J. P.'s picture,³³ sour thing it was, at the right angle; the ash tray with the little elephant on it wiped clean and shined.

She got up,³⁴ still brisk, and moved to the conference table—pads of paper, pencils, ash trays, water glasses, all straight. Nancy Lou³⁵ called the porter.

"Don't you know we have a conference today?" she scolded. "These chairs need dusting, but quick. Get a move³⁸ on!"

The porter smiled—was it respectfully or humorously? But he got a move on.

"Well, he may be going³⁷ to fire me today," Nancy Lou thought, "but he's going to be able to tell my successor that I certainly³⁸ kept things spic and span up to the end." She bent her head and sniffed the roses again.

"GOOD MORNING, J. P.!" she sang out³⁹ when he came in at ten.

"Good morning, Nancy Lou! Many happy returns—for us—of the day!" He laughed, as he had⁴⁰ been laughing at that every November 12.

"Thank you," she replied quickly. "The Miller Steel offer came through." She⁴¹ handed him the letter and correspondence.

J. P. took them and started reading, even while he walked into his⁴² office. Nancy Lou followed and helped him with his coat, for he hadn't raised his eyes from the Miller letter.

But then⁴³ he did look up, long enough to say, "Why, thanks for the valet service. I must be getting old and absent-minded."⁴⁴ He laughed, but Nancy Lou winced. Maybe they both ought to retire!

"What do you think, Nancy Lou? Yes or No?" How often⁴⁵ he had said that! "I think yes," she answered. "So do I," he commented. "Tell them so."

Nancy Lou stepped back to her desk,⁴⁶ beckoned to the office boy, and handed him a telegram. He started to leave, then she found she had given him⁴⁷ the no telegram. "Wait, Tommy, that's the wrong one," she called and then she bit her lip. Had J. P. heard? He gave no sign.⁴⁸ Nancy Lou gave Tommy the right telegram and bitterly shredded the other one.

THE MORNING DREW ON. Then, just⁴⁹ before lunch, J. P. called, instead of buzzing, "Nancy Lou, will you come in? I want to talk with you for a minute."⁵⁰

Nancy Lou felt her face drain white. Slowly she rose and steadied herself against her desk. "I think," she said to herself⁵¹ softly, "that I'll go to Florida. It's nice there." She took a deep breath and sang out, "Coming J. P.," and in she went.⁵²

He motioned to a chair, and she sank into it courage fading.

"Nancy Lou," he said, "aren't you getting sick of⁵³ the sight of this place? I am."

"Yes, indeed," she said levelly. "Very."

"Nancy Lou," he said, "let's do something about⁵⁴ it, shall we?"

"Why, yes," she said, and coughed to keep her voice calm. "What do you suggest?" Florida is nice, she reminded⁵⁵ herself.

"Why," he replied, "I'd like you to pick out and buy some new drapes for our offices. I'm tired of these. Get something⁵⁶ you like, but please, won't you get something bright?" (1128)

AS TOLD TO MADELINE S. STRONY



What One Secretary Thinks about Her Chief

by Alfreda B. Dembsey

Secretary to the President

The Cleveland Electric Illuminating Company

To use a vernacularism, my chief is "nice people." There's no question about his capabilities and leadership; otherwise he wouldn't be president.

But what I admire about him is his loftiness of mind,¹ his emotional stability, his modesty, loyalty, honesty, and fairness. In short, his big-ness.

He² plans his work well. After he has asked me "if it is convenient" for me to take dictation, he zips through the³ correspondence, dictating fast and coherently. He makes notes so he'll remember what he wants to say. He also⁴ makes notes to remember special jobs he wants me to do.

As a result, he never wastes my time. My only⁵ suggestion would be that he occasionally take a little more of it to share with me some of the outstanding⁷ experiences he's had. I'd like to know his reactions to other big-time executives or celebrities⁸ he's met or functions he's attended. But there is always so much business to attend to that I don't feel I⁹ can take his time with my questions.

Because he is constantly endeavoring to improve our organization¹⁰ and methods, criticisms and suggestions are welcome. He has told me many times that it will be my fault if¹¹ he's not a good executive. His standards of performance are high; perfection is the rule rather than the¹² exception. Yet, he doesn't think he himself is perfect and knows everything.

I have never seen him show anger.¹³ If his instructions have not been followed, he will try to assume the blame with a statement such as, "I guess I just¹⁴ don't have the ability to give instructions clearly, because what I wanted you to do was this. . . ."

Tributes for¹⁵ outstanding performance by our Company he passes along to others with, "I am only the front for the¹⁶ team. The credit goes to the many capable employees in our organization, whose combined efforts¹⁷ resulted in this achievement." He is generous with pencil notes stating, "Excellent job you did on this."

I don't¹⁸ believe he has ever lied to me, nor does he have me lie for him. He gives a straight, honest answer tactfully¹⁹—most tactfully if it may hurt. When he criticizes my work, he does it in private.

Because of his implied²⁰ or expressed confidence in my ability to handle any assignment, he has elevated my prestige²¹ within the Company and outside of it. He's a booster. Never have I heard him deprecate another's²² character, but many times have I heard him extol individuals of marked ability.

He doesn't feel²³ that he's the "big wheel" and that others should cater to him. He asks people to do things. He never orders them.²⁴ Generally, he asks me to find out "if it is convenient" for someone to do a job for him. It's always "we"²⁵—not "I."

He has a marvelous sense of humor. I'm no prude, but I greatly appreciate that he never²⁶ embarrasses me with off-color stories.

There are no secrets. Everything is an open book.

And—not to²⁷ be overlooked—he "stays out of my kitchen." (548)

A Special Editorial Comment

One of the major changes incorporated in *Today's Secretary*, the handsome successor to *The Gregg Writer*, is the presentation of very special material for the new magazine's pages of shorthand plates. The key to those plates, published here each month (see pages 153-158), will be revealing to those familiar with *The Gregg Writer*.

These materials are now especially prepared to appeal to the young reader. They are interesting, human, fast moving; they provide exciting and rewarding reading for shorthand students.

But, best of all, most of the shorthand stories are placed in an office setting so that they provide not only good reading but also good points for discussion.

Take "The 36th Anniversary" (page 154) for example: Your students will want to discuss the problem of the aging office employee and her relation to younger workers. Take Mrs. Strony's feature column (page 155): Every paragraph merits discussion. The problem of grooming involved in "Cinderella," on page 153, sets the stage for valuable discussion.

To vary the "menu," stories like the one below are—as our researches have shown—especially interesting to your students, too.

We hope that you will read with both personal and professional interest the dictation transcript provided on these pages.

Bars on the Windows

A special story by HELEN WALKER, with vocabulary graded to the first seven chapters of the Manual

A DESERTED OLD MANSION, where a strange doctor lived and kept his laboratory years ago, towered above¹ our town. "The castle," as it was called because of its gloomy aloofness in a grove of trees on the hill, was the² source of our town's ghost stories. The young people in our crowd talked about it and threatened to explore it, but hadn't³ quite dared; but one dark, rainy night Dick and I decided that exploring the castle was the kind of thrill we wanted.⁴

As we entered the dark grove, I looked about uneasily. "Why do people say the old doctor was a madman?"⁵ I asked, "and why did nobody put him in the insane asylum?"

"I guess because he always kept his place barred,"⁶ said Dick. "Besides, he didn't have any family."

THE RAIN had stopped, and there was only the eerie dripping of⁷ the trees. The moon, escaping the clouds a moment, shone brightly upon the castle. It stood lonely on the hilltop,⁸ its shutters off the hinges, its windows like hollow eyes in a skull. I shivered. More than ever it seemed the hiding⁹ place of ghosts.

Once up the steps and across the broken porch, Dick put his weight

against the door, and the lock gave way.¹⁰

The room we entered was bare and dirty. The cobwebs wavered in the draft from the open door. The dust was like sand¹¹ under our feet. There was a sudden rustling sound from a stack of old papers in the corner.

I SCREAMED, but Dick's¹² steadying arm was around me. "It's just a rat," he said.

I gulped. "Oh, is that all? Well, shall we leave? We've been in. Let's go."¹³

"The laboratory is in the tower," said Dick. "That's what I want to see."

As we went up the wide, creaking stairs,¹⁴ the shadows receded from Dick's flashlight. It was raining again. We could hear it beating against the windows. As¹⁵ we climbed higher, it seemed that the shadows, the dust, and the gloom of the place came closer about us. We reached the top¹⁶ and pushed open the door to the laboratory. Through the windows we could see storm clouds trailing past the moon, which¹⁷ seemed very close. I felt queer and heady.

"Dick," I whispered uneasily.

He took my hand. "They say this

is where the¹⁸ doctor spent all his time." He whispered, too, as if the spirit of the old doctor were really here.

DICK RAN HIS¹⁹ FLASHLIGHT along the walls. They were lined with shelves filled with bottles.

"I can't read the labels," he said. He took down a bottle²⁰ to open it.

"Oh, no, Dick!"

"Why?"

A shiver went through me. "I—I don't know. It just doesn't seem as if we should."²¹

"The doctor was insane, and now he's dead," said Dick. "There's nothing sacred about the place."

I was scared to death, but there²² was an odd sort of thrill about it, too. "Yes, of course," I said. "Let me hold the flashlight."

THE FIRST BOTTLE Dick opened²³ had just paper stuffed inside. Not satisfied, he took it out and started smoothing it. Suddenly the flashlight caught²⁴ a sparkle. I held the light closer, and there in Dick's hand lay a tiny packet of shining stones.

"Holy smoke!" he²⁵ cried.

"What on earth!"—but I didn't take time to finish.

Feverishly we opened more bottles and found at the bottom²⁶ of each crumpled piece of paper another little pile of gems. At last we stopped, perspiring and exhausted.²⁷

My laugh was hysterical. "Dick, are you thinking what I'm thinking?"

He looked at me and smiled. "Maybe the old doctor²⁸ wasn't so mad after all. He was just protecting his diamonds!" (573)

O. G. A. Membership Test

IN TIBET when a man meets someone he knows, he does not shake hands. He bows, shows the palms of his hands, and sticks out his¹ tongue. This means all is well. There is no knife in his hand and his tongue does not speak evil.

The sticking out of the tongue² made a deep impression on me. Few men go about with knives in their hands; many, though, have sharp tongues—say cutting things³ that make others unhappy, discouraged, and fearful.

If we would all speak only well of others and keep silent⁴ when we cannot do so, what a wonderful world this would be. (91)

A Cup of Coffee for the Boss

A light-hearted office story by FRAN DAY

SALLY put the coffeepot into a brown envelope and laid it on the shelf in the locker room so she'd be¹ sure to remember to take it home with her.

She returned to her desk with a feeling of depression. Once that² coffeepot left the office, nothing would ever again be the same. Little old dented aluminum thing that it³ was, it held many memories for Sally. She was going to keep it just for sentiment's sake.

The coffeepot⁴ had become a part of the office routine just a week or two after Mr. Lang had moved into the big corner⁵ office with his brand new desk set and his brief case that had that new-leather smell.

THE FIRST THING she had learned about⁶ Mr. Lang—except that his eyes seemed always to be smiling and that his disposition matched his eyes—was that he⁷ had to start his morning with a good cup of coffee.

And "good" was not a word you could apply to that brew they mixed⁸ in the little lunchroom downstairs. The first time he tasted that, he had choked. When it was just as bad the second morning,⁹ Sally had suggested that she make it for him. "We have a burner out in the locker room," she told him, "and¹⁰ I could get a cup from the Five and Ten."

A day or two later, he had suggested she have one, too. "Can't," she told¹¹ him. "We have only one

cup." "Well get another. Then we can go over the day's schedule while we have our coffee,"¹² he suggested. A bit irregular, but...

SALLY HADN'T REALIZED, during those first few months, how much the daily¹³ coffee sessions were beginning to mean to her. All of a sudden, she did know.

She remembered the morning¹⁴ Mr. Lang had stopped, in the middle of what he was saying, to exclaim, "That's the best cup of coffee I've ever¹⁵ had! How does it happen, Sally, that some man hasn't discovered your coffee-making talent and signed you up for¹⁶ life?"

Sally didn't say what she was thinking: "Because no man picks his wife because she's a good cook or can sew or¹⁷ keep house. Because my face is the kind that looks better above a neat white collar than a frilly gown. Because I'm¹⁸ just the practical type and nobody seems to know I feel glamorous inside even if I don't look it." Instead,¹⁹ she smiled shyly and turned the conversation back to the sales meeting they were planning for the next day.

GRADUALLY,²⁰ Mr. Lang had come to lean more and more heavily on Sally's judgment and knowledge of the job. "You've got²¹ a head on your shoulders," he told her. "It's unusual for a woman. You think more like a man."

"That's the trouble,"²² Sally thought. "I may think like one, but I don't feel like one!"

Well, she'd be careful to keep her smile impersonal,²³ her seams straight, and her collar—and back-bone—starched. "It doesn't matter," she told herself, "if he doesn't know I'm a²⁴ human being—and a woman. It wouldn't matter if the coffee were the only thing about me that he did²⁵ like; I'd still be happier just sitting here, making his coffee day after day, than I could be anywhere else.²⁶ Besides, he does like me and he lets me help him, and I can feel that he needs me. That's a lot."

BUT THIS MORNING the²⁷ blow had fallen. Instead of lingering over his coffee, Mr. Lang had gulped it. He had seemed distracted, as²⁸ though

he were thinking of something else. Then he had said almost gruffly, "You'd better wrap that thing up and take it home with you²⁹ tonight. We won't be having coffee here any more."

She had tried to control her face, but she could feel the blood rush to³⁰ her cheeks. "I'm leaving Monday for Philadelphia," he had said, "and—"

But Sally knew she had to get out of there—fast³¹—before she made a fool of herself. Grabbing her precious coffeepot, she turned and flew out the door.

She was better³² now. Cold water on her face, a couple of aspirins to calm her down, a stern talk with herself, and she was the pleasant,³³ efficient secretary once more. And she hadn't had to face Mr. Lang again. When she got back to her³⁴ desk the big boss was inside. He and Mr. Lang were talking very earnestly. Then they had gone to lunch together.³⁵

It was three o'clock before Mr. Lang returned, and a series of callers kept him busy till 4:30.³⁶ Then her buzzer sounded.

"Sally," said her boss, "could you have dinner with me tonight? I've got to do, between now and³⁷ Monday, the biggest selling job I've ever tackled. If I can just talk you into going to Philadelphia³⁸ with me—"

Sally clutched at the desk. "Why I couldn't. I mean I don't know anyone in Philadelphia. And³⁹ to be so far away from home, and alone—why—"

"You know me, don't you, Sally? I'm not putting this very well. Guess⁴⁰ I'm a little rattled. But, well—what if we never have had a date? We'll have one tonight. Besides, when you've had 'breakfast'⁴¹ with someone every day for two years, you get to know her pretty well.

"I don't know why I didn't⁴² see it before, Sally, but when I thought of leaving you behind—No, don't say anything now. Tonight I'll tell you⁴³ the rest of it. This is one selling job I've got to put over!"

He grinned at her. "A man would be an awful fool⁴⁴ to let a Grade-A coffee maker like you get away from him!" (891)

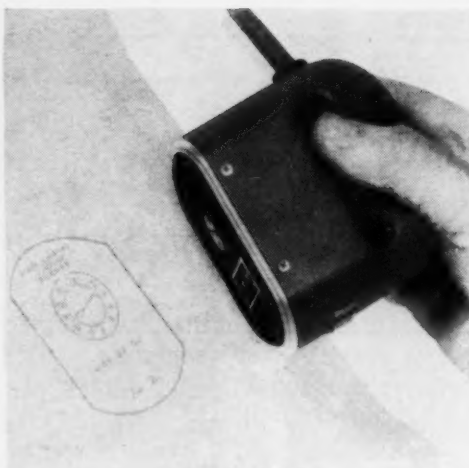
Junior O. G. A. Test

Hello Karen, As you know, Johnny spends most of his time planning ways to upset me. This time he took the doors off¹ his old 1915 auto. Then he dressed himself in a long white coat and cap and put on a pair of goggles.² Dressed in this fashion, he came for me after class. I tried to get away from him by walking fast. He came after³ me, though, and I finally waved at him. The others in the class naturally laughed at the scene.

When I think of⁴ it now, I, too, must laugh. There are no dull moments when Johnny is around. As ever, Carol. (96)



"Tot 50" Stapling Kit



IBM Time Stamp

News of Business Equipment

WALTER LANGE

■ **"Tot 50" Stapling Kit**—This exciting little tool is a colorful lipstick-size stapler that comes in an attractive "purse-or-pocket" plastic case, together with one thousand standard Tot staples. Sturdily constructed, the stapler, according to the manufacturer, will bind at least twenty sheets of paper with the slightest pressure. Put out by Speed Products Company, Inc., 37-18 Northern Boulevard, Long Island City, New York, the "Tot 50" is now on sale in stationery, hardware, drug, and department stores.

■ **Redi-Power, Self-Compensating Power Control Unit**—The Talk-A-Phone Company of Chicago has introduced a new-type instrument that is designed to overcome high noise levels and solve unusual intercommunications problems. According to Arie Liberman, president and chief engineer, Redi-Power automatically supplies exactly the right amount of power at any time for any station in an intercom system, and is especially effective in factory, school, or large industrial establishment where there is much noise, or where remote installations complicate intercommunication.

Redi-Power provides enough power to reply from considerable distances, thus overcoming the problem of being unable to reply to paging.

■ **Adjustable Typewriter Desk**—Crown Institutional Equipment Company has put a new adjustable typewriter desk on the market. The adjustable portion can be secured in any position from 26 to 30 inches. Raised or lowered by a removable handle, the desk is available in either school brown or golden birch finish.

■ **Time Stamp**—IBM has developed a new hand-electric time stamp for use on any package or paper. The stamp prints a clock dial, with the time indicated by an electric-driven arrow-shaped pointer, and the month, day, and year. The aluminum case is convenient for hand-gripping, and the special ink pad is designed to serve as a stand. Legends and facsimile signatures are easily inserted.

■ **"Felt-Point" Pen** — Combines in one precision instrument the features of a pencil, brush, or crayon for marking, writing, or drawing on any surface—that's what Marsh Stencil Machine Company, Belleville, Illinois, says about its "Felt-Point" "looks-like-a-pen" pen. Using fast-drying inks, black and colors, the pen marks on paper, wood, cartons, metal, glass, cellophane . . . any surface, hot or cold, wet or dry. Useful in the home, office, factory, farm, it is especially handy in lettering signs or posters for school use.

The ink, enough to mark a line 1/16 inch wide and more than 1,000 feet long, is fed by automatic valve control to the felt point, which comes in three interchangeable sizes. Retail for \$3.25.

■ **Bookcase** — The General Fireproofing Company, Youngstown, Ohio, is now manufacturing a 42-inch high Adjust-A-Shelf Book Unit. Book storage is provided at the lowest possible cost consistent with real protection and convenience. The big feature: slotted shelf adjustment. Shelves can be placed in any position by simply withdrawing and inserting them in the desired slots. Each unit is equipped with a closed back; two end panels are required for each single unit or for each continuous run of two or more units bolted together.

Wits and Wags

LITTLE MARY had not been observing the proper table manners, and as a punishment she was made to eat her dinner at a little table in the corner of the dining room. She was ignored by the rest of the family until they heard her saying grace:

"I thank thee, Lord, for preparing for me a table in the presence of mine enemies."

• • •

"WHY DO you go on the balcony when I sing? Don't you like to hear me?"

"It isn't that, my dear. I want the neighbors to see that I'm not beating my wife."

• • •

BELL HOP: Did you ring, sir?

Irate Guest: No, I was tolling. I thought you were dead.

• • •

A YOUNG HILLBILLY from an isolated farm bought an ice cream cone, walked outside to eat it, then carried the cone carefully back to the soda fountain. Handing it to the clerk, he said: "Much obliged for the use of the vase."

• • •

POLICEMAN to victim of hit-and-run driver: Did you get his license number?

Victim: No, but I'd recognize that laugh anywhere.

• • •

PRISONER: The judge sent me here for the rest of my life.

Prison Guard: Got any complaints?

Prisoner: Do you call breaking rocks with a hammer a rest?

Advertiser's Index

Allen, H. M., Co.	114
Crown Equipment Co.	111
Dick, A. B., Co.	107
Esterbrook Pen Co., The	116
Gregg Publishing Co.	108, 115
Household Finance Corp.	110
Karl Manufacturing Co.	111
Remington Rand, Inc.	112, 113
Royal Typewriter Co.	Cover 2
Sanford Ink Co.	131
Smith, L. C. & Corona	Cover 3
Underwood Corp.	132-133
Webster, F. S., Co.	134